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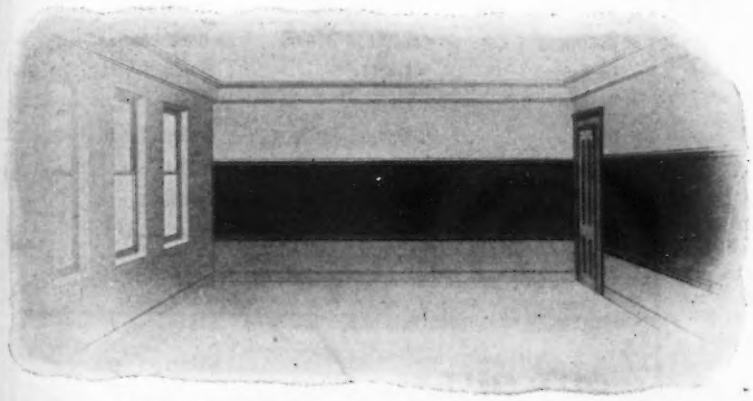

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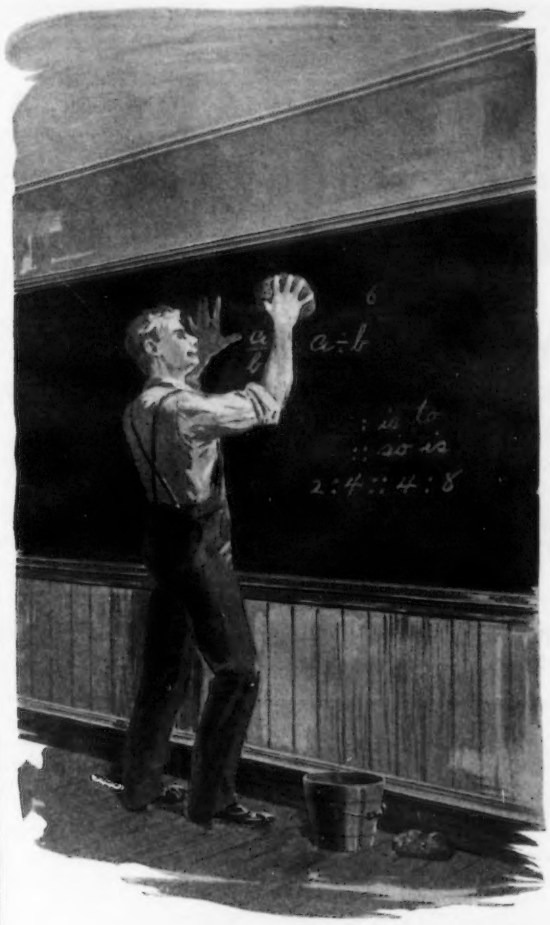

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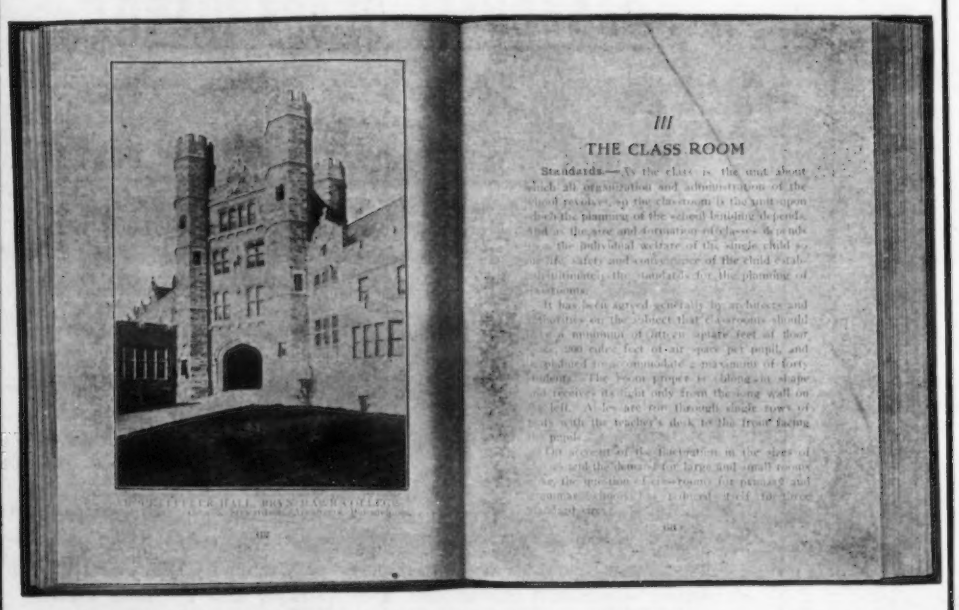

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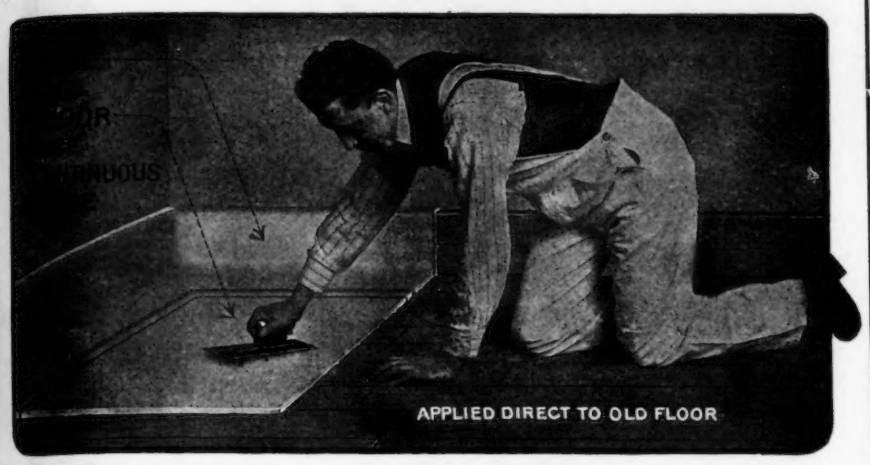

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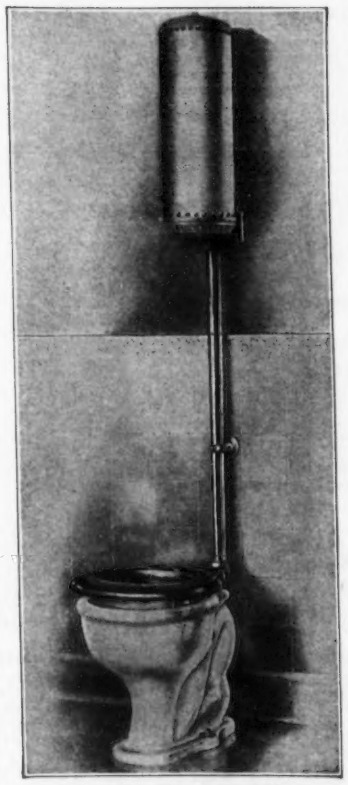

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Tauchnitz's ..... "
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Fulton & Trueblood's..Ginn
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Tappan's England's Lit. "
Tappan's England's and America's..... "
Tappan's Am. Lit.... "
Longmans' Classics..... .....Longmans
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Dodson's Handbook... "
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Bates' Am. Lit..Macmillan
Brooke-Carpenter's... "
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Camelot Ser. (Prose) .....Simmons
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FRENCH.

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Bercy's Series.....Jenkins
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Churchman's Pronunciation ..... "
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Du Croquet's Series.. "
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Rougemont's Drill Book "A"..... "
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Sauveur & Lougee, Gram. ..... "
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Longmans' Composition and Language Books ..... "
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Maynard's Texts..... "
French Daily Life..Newson
Newson's ..... "
Pitman's .....Pitman
Lake Fr. Classics.....Scott
Lake Fr. Readings.... "
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Davis' Physical..... "
Tarr & McMurry's.....
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Longmans' ..... "
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Tarr's New Phy's.... "
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Rand-McNally Series. "
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Pitman's Commer'l.Pitman
Inductive Series.....Silver

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Smith & Gale's Anal. Geom. ..... "
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Schultze & Sevenoak's Geometry .....Macmillan
Holgate's Geom..... "
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Durell's Series.....Merrill
Clark's Trig. .....Newson
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Brook's Plane and Solid Geom. .....Sower
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Brook's Pl. and Spher. Trig. ..... "
Bradbury's Elem. Geom. .....Thompson
Bradbury's Elem. Trig. ..... "
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GERMAN.

20th Cen. Series..Appleton
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Morrison & Goodell's Beginners ..... "
Goodwin's Grammar...Ginn
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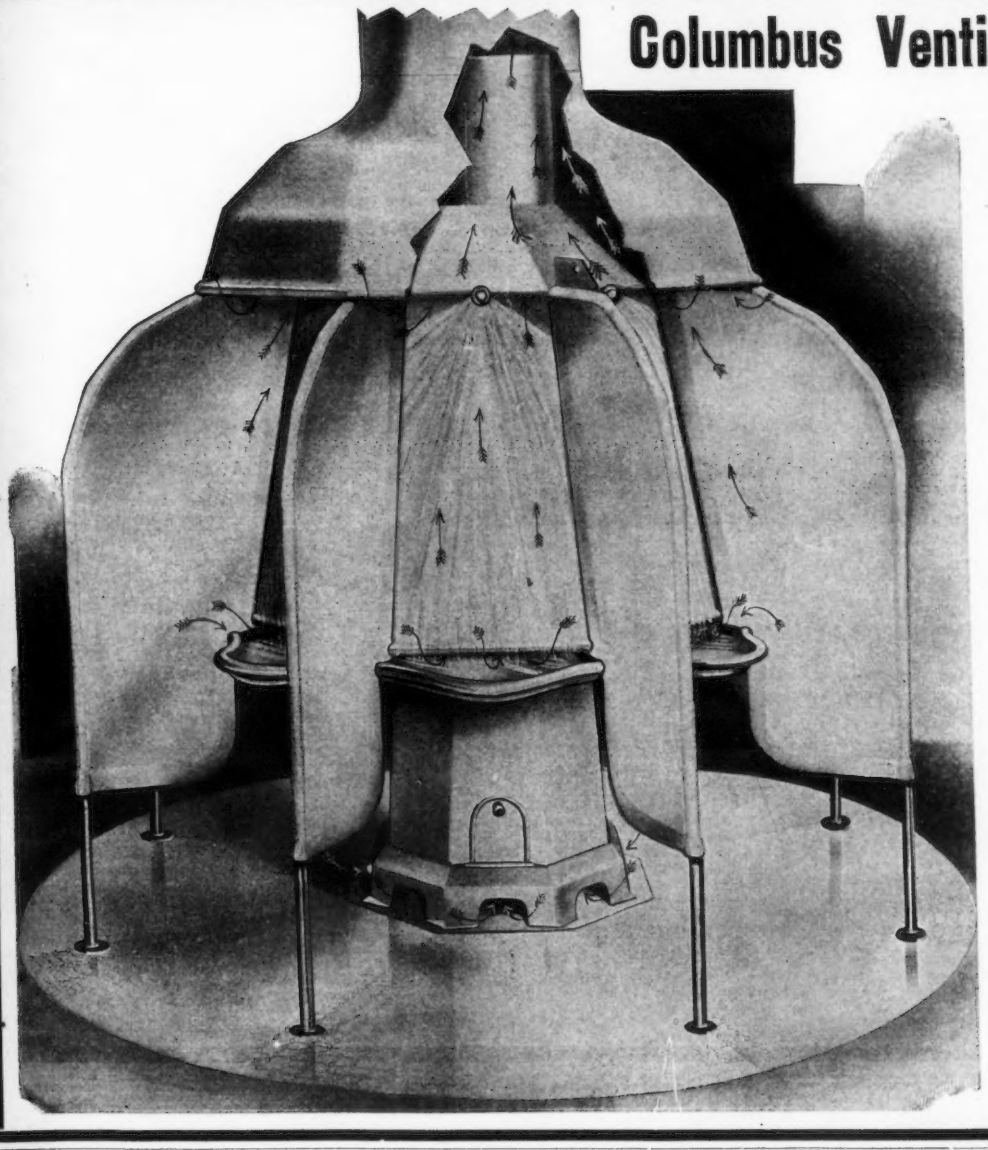

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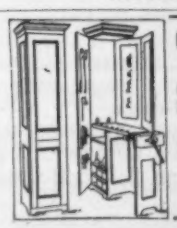

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Bellum Helveticum...Scott
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Fewsmith's Series....Sower
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LITERATURE.

(See English Literature.)

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Holden's Real Things in Nature .....Macmillan
Wilson's ..... "
Shalow & Cullen's... "
Engell's .....Silver
Griffin's Philosophy..Sower

ORATORY.

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Espenshade's Forensic Declamations .....Silver

PEDAGOGICS.

Painter's History of Ed. .....Appleton
Rosencranz's Phil. of Ed. ..... "
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Kern's Country Schools ..... "
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Scott's Social Education ..... "
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Tompkins' Philosophy of School Management ..... "
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Riverside Educational Monographs ..... "
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Tanner's The Child.. "
Keith's Ele. Education .....Scott
Sutherland's Teaching of Geog..... "
Arnold's Waymarks..Silver
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Hoyt's Hist. of Mod. Education ..... "
Morgan's Studies ... "
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Payne's Curricula.... "
Phillips' Old Tales and Modern Ideals ... "
Plans for Busy Work "
Putnam's Manual ... "
Smith's Methodology. "
Wixon's Right Living. ..... Thompson

PHYSICS.

Ayers' Lab. Man..Appleton
Henderson & Wood-Hull's Ele. ..... "
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Gage's Series ..... "
Higgins' ..... "
Miller's ..... "
Millikan & Gale's ... "
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Crew's Elements .... "
Nichols' ..... "
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Smith's Ex. ..... "
Balderston's Elementary .....Sower
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Plays and Games ..Britton
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Treasure Island. Edited by Franklin T. Baker. Columbia University. Cloth, 307 pages, 40 cents. Charles E. Merrill Company, New York.

The Raven, Longfellow's Courtship of Miles Standish and Whittier's Snowbound. Edited by Charles Robert Gaston, Richmond Hill high school, New York City. Cloth, 196 pages, 25 cents. Charles E. Merrill Company, New York.

A Midsummer Night's Dream. Edited by Prof. William Allan Neilson, Harvard University. 158 pages. Scott, Foresman & Co., Chicago.

Schiller's Jungfrau von Orleans. Edited by Philip Allen and Steven T. Byington. 16mo, cloth, 334 pages, 70 cents. Ginn & Co., Boston.

Anfang und Ende. Edited by Prof. A. Busse, Ohio State University. 16mo, cloth, 119 pages, 35 cents. Ginn & Co., Boston.

German Verb Blank. By Prof. Robert J. Kellogg, James Millikin University. Square 8vo, 36 pages, 35 cents. Ginn & Co., Boston.

Hoher als die Kirche. Edited by Frederick W. J. Heuser. 184 pages, cloth, 50 cents. Charles E. Merrill Company, New York.

A Second Book in English for Foreigners. By Isabel Wallach. Cloth, 256 pages, 50 cents. Silver, Burdett & Co., New York.

Leading Facts of American History. New edition by D. H. Montgomery. 12mo, cloth, 400 pages, illustrated, $1. Ginn & Co., Boston.

Shakespeare's Cymbeline. Edited by Charlotte Porter and Helen A. Clarke. Thomas Y. Crowell & Co., New York.

Troylus and Cressida. Edited by Charlotte Porter and Helen A. Clarke. Thomas Y. Crowell & Co., New York.

Pericles. Edited by Charlotte Porter and Helen A. Clarke. Thomas Y. Crowell & Co., New York.

Manual of Elementary French. By Isidore H. B. Spiers. 12mo, cloth, 58 pages, 50 cents. Ginn & Co., Boston.

The Aeneid of Virgil. By John Conington, Oxford. Edited by Edgar S. Shumway. 348 pages, 25 cents, net. The Macmillan Company, New York, Chicago.

Old Ballads in Prose. By Eva March Tappan. Cloth, 164 pages, 40 cents. Houghton Mifflin Company, Boston.

The Aeneid of Virgil. English verse, by Theodore C. Williams. Cloth, 503 pages, 75 cents. Houghton Mifflin Company, Boston.

The City School District. Statutory provisions for organization and fiscal affairs, by Harry Erwin Bard. Cloth, 118 pages, $1. Published by Teachers' College, Columbia University, New York.

Walden, or Life in the Woods. By Henry David Thoreau. Edited by Byron Rees. Cloth, 388 pages, 25 cents. The Macmillan Company, New York, Chicago.

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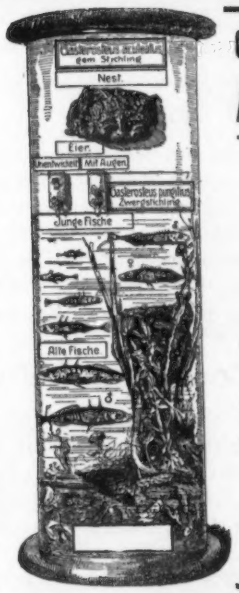

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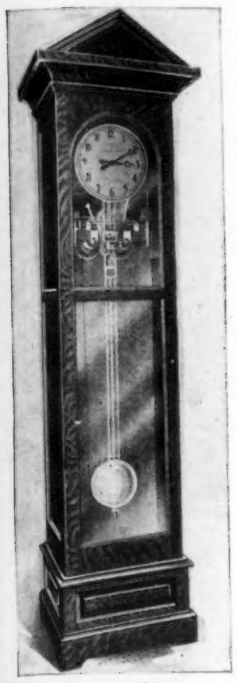

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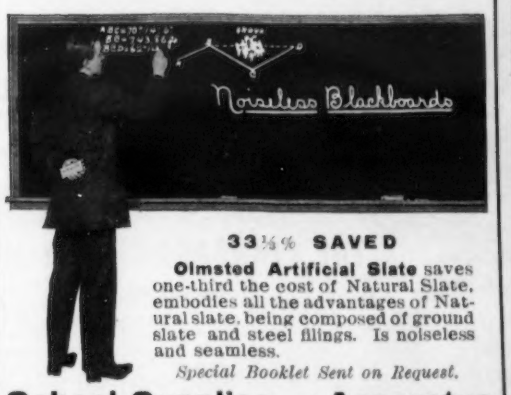

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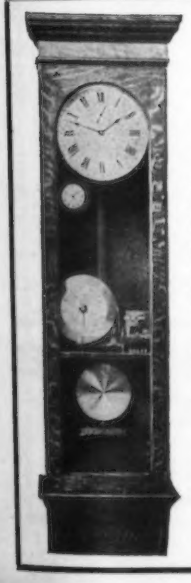

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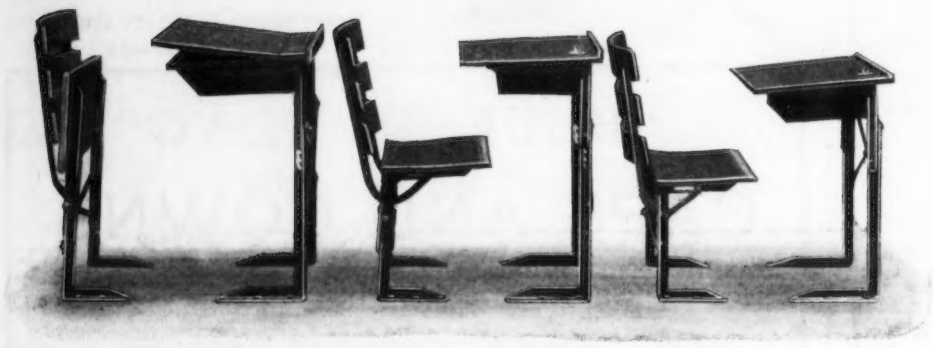

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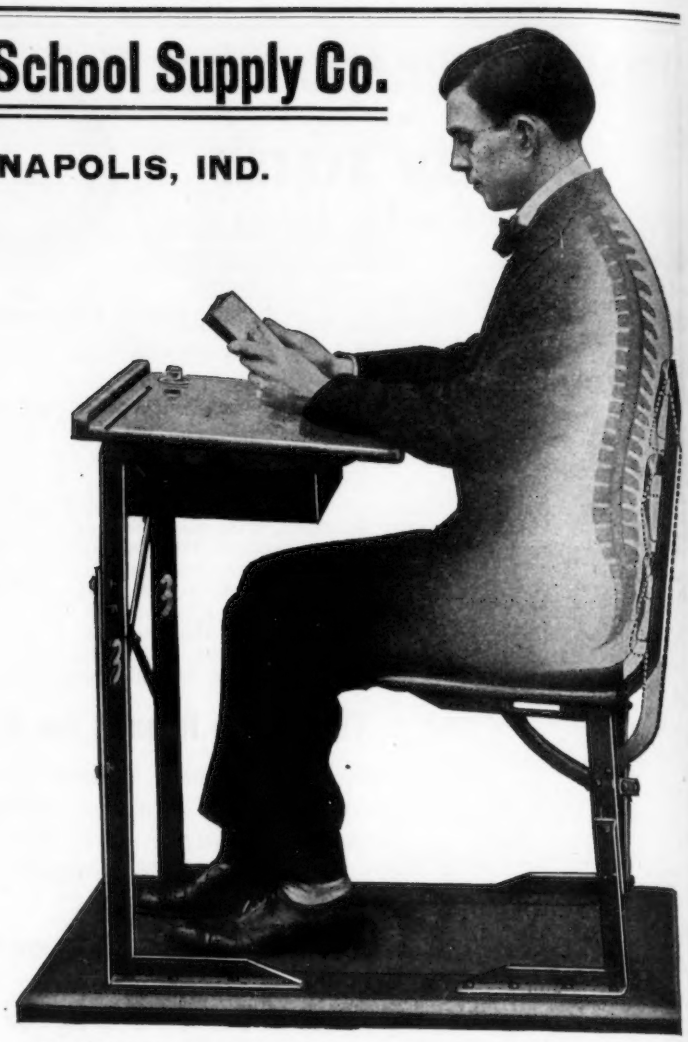

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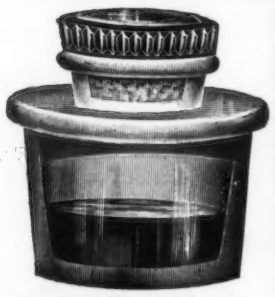

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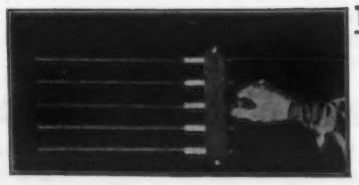

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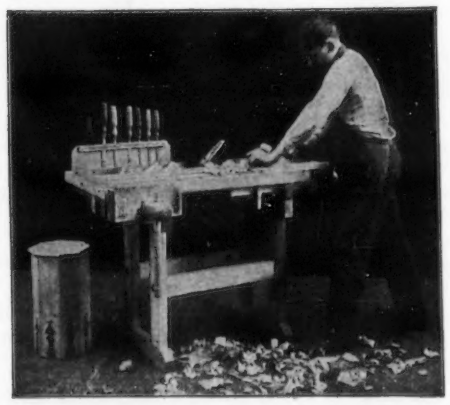

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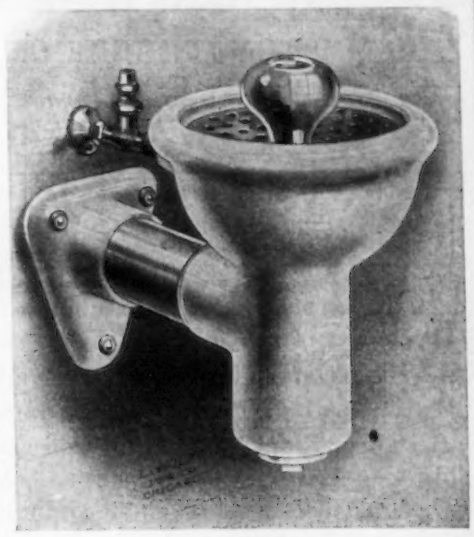

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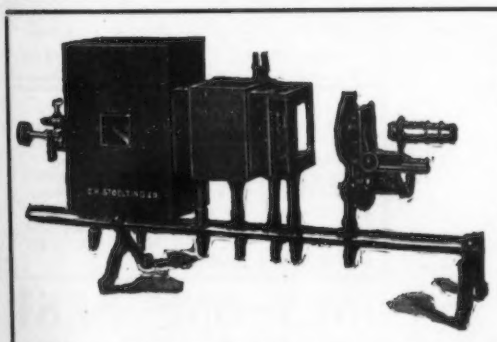

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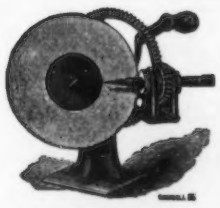

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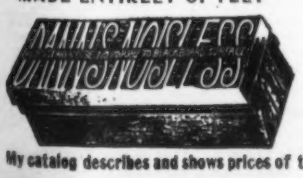

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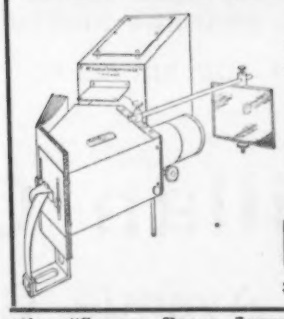

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School Board Journal

Founded 1890 by WILLIAM GEORGE BRUCE

Vol. XL, No. 5 MILWAUKEE—New York—Chicago, MAY, 1910 Subscription Price $1.00 Per Year

TIME TO HIT BACK.

The growing attacks upon the public schools deserve vigorous replies from professional school men.

School Law

RECENT DECISIONS.

Establishment of Schools.

A school committee elected by the town is not the agent of the town, and the Connecticut general statutes of 1902 (section 2218), providing that town school committees "shall perform all lawful acts which may be required of them by the town," means that they shall perform all acts that may be lawfully required of them by the town, and this does not include the right of the town to compel the school committee to reopen a school which it has closed.—State vs. Huntington Town School Committee, Conn. 1909.

School Board Government.

The control of city schools, including the selection of sites and the distribution of pupils, is devolved by the legislature on the board of education, and the discretion committed to that body is to be exercised untrammeled by judicial interference, and its decisions are final, except when its action is capricious or arbitrary.—Williams vs. Board of Education of City of Parsons, Kans. 1910.

A township committee does not abuse its discretion in fixing the salary of the custodian of school funds at an amount considerably less than would have been paid on a percentage basis under a statute recently repealed.—Rice vs. Middletown, Monmouth County, N. J. Sup.

It is the duty of towns to meet the cost of maintaining proper schools, and it is the duty of the town school committee to see that the duty is performed, and for that purpose it is not the agent of the town, but of the law.—State vs. Huntington Town School Committee, Conn. 1909.

The Montana revised codes, section 899, prescribing the duties of a school district clerk, gives him no authority to receive orders on the district, and section 871 declares that he is not a member of the board. *Held,* that the presentation of a claim to the clerk, and his statement that the same would be paid, creates no obligation on the part of the district.—Kenyon-Noble Lumber Co. vs. School Dist. No. 4 of Gallatin County, Mont. 1909.

Where a claim was presented to a clerk of a school district, his letter to the claimant, stating that it had been presented to the board for consideration, and that it was decided to withhold the order for a short time, was hearsay, not an official notification, and not binding on the school district; it appearing that the clerk had never been authorized by the board to make any such communication.—Id. Mont. 1909.

The validity of a special election to determine whether a special school tax should be levied is not affected by the failure of the notice thereof to specify the place of holding the election, where it was held at the school house in the district; that being the place for holding all general elections, and where two previous special elections had been held, and, in fact, a majority of the qualified voters in the district voted in favor of the tax.—Younts vs. Commissioners of Union County, 66 S. E. 575, Id. N. C. 1909.

Teachers.

A teacher, in accepting employment, impliedly agrees that he has the learning necessary to enable him to teach the branches to be taught, and that he has the capacity in a reasonable degree of imparting that learning to others.—Biggs vs. School City of Mt. Vernon, Ind. App. 1909.

Under a contract providing that, if a teacher was discharged by the school board for incompetency, he should not be entitled to compensation, "incompetency" is a relative term, denoting a want of the requisite qualifications for performing a given act or service.—Ind. App. Id. 1909.

Pupils—Non-Residents.

A resident of a school district in which no school is held is entitled to the privileges of an adjoining district in which he owns land, under the Kansas laws of 1907, 321, section 1, providing that such resident may send his children to the school of that district in which he owns lands when it is more convenient by reason of distance from the school of the district in which he lives.—Evans vs. School Dist. No. 46, Kans. 1909.

The Pennsylvania law of March 16, 1905 (P. L. 40), providing that children in districts in which no high school is mantained may attend a high school in another district on obtaining the consent of the directors of that district, and that the cost of tuition and school books for such pupils shall be paid out of money raised by taxation for school purposes in the district in which such children reside, does not violate Const. Art. 10, P. L., relating to maintenance and support of a system of public schools.—Hughesville Borough School Dist. vs. Wolf Tp. School Dist., Pa. Super. Ct. 1909.

Colleges and Universities.

The word "year," when used in employing teachers, means a college or school year, and not a calendar year.—Brookfield vs. Drury College, Mo. App. 1909.

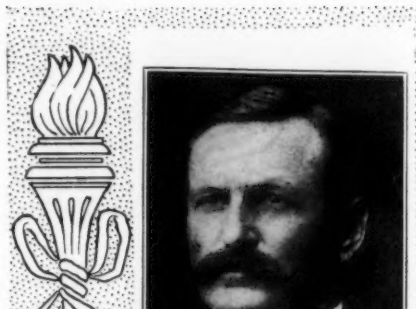
Factional differences having arisen in the college in which plaintiff had taught for a year, to bring about harmony and protect the college, the faculty and officers met at a meeting of the board of trustees in June, 1907, when resolutions by the board of trustees were read, which deprecated any discordant spirit, and stated that, "while we cannot control individual action, we protest against any further disintegration of the present teaching force," and urged upon the officers and faculty loyalty to the college and co-operation in making the next school year one of advancement. *Held,* that the resolution did not contain any contract for the employment of teachers for the next school year, and, even if it could be considered as a contract of employment, when accepted by plaintiff, at most it only recognized that she was to continue in her position for an indefinite period.—Brookfield vs. Drury College, Mo. App. 1909.

As applied to the employment of teachers, the word "commencement," when used in connection with colleges, according to American usage, does not mean the commencement of the college year, but the last day of the college year, when degrees are conferred upon the graduates.—Brookfield vs. Drury College, Mo. App. 1909.

School Districts.

In the absence of constitutional limitation, the legislature has inherent plenary power to create, alter, or extend the boundaries of school districts at pleasure without consulting any of the inhabitants thereof, though it may make taxation more burdensome by authorizing the formation of new districts, or by creating new districts by consolidation.—Stephens vs. Jones, S. D., 1909.

School districts of California, being public quasi municipal corporations, subject to constitutional limitations, the power of the legislature over them is plenary, and it may divide, change or abolish them at pleasure.—Pass School District vs. Hollywood City School Dist. of Los Angeles County, Cal., 1909.

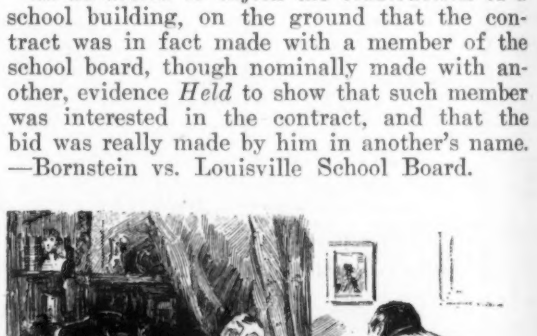


HON. GEORGE COYNER,
Mt. Vernon, O.
President of the Ohio Association of School Boards.

The South Dakota laws of 1907 (c. 135, p. 70), declare that, on receipt of a petition signed by a majority of the qualified electors of any civil township in the county having districts smaller than civil townships, the county commissioners and the county superintendent of schools shall declare that the school districts shall comprise a school township district, and the county superintendent shall appoint the necessary officers who shall hold office until the next election, *Held,* that such section delegates to the board power to consolidate districts under the circumstances prescribed, and that the board and the county superintendent are under a mandatory duty to consolidate such districts on the presentation of a petition signed by a majority of the voters.—Stephens vs. Jones, S. D.

Under the Texas laws of 1895 (art. 3958), providing that, when school districts in district counties are once established, they shall not be changed without the consent of the majority of the voters of the district, the change of a legally established district by the county commissioners' court without the consent of such voters was void.—Crow vs. Fails, Tex. Civ. App., 1909.

In an action to enjoin the construction of a school building, on the ground that the contract was in fact made with a member of the school board, though nominally made with another, evidence *Held* to show that such member was interested in the contract, and that the bid was really made by him in another's name.—Bornstein vs. Louisville School Board.



The Voice of Experience.

Superintendent A—"So you're building a new high school? How soon is it to be finished?"

Superintendent B—"The contracts are given that it be ready by September first. We have sold the old building."

Superintendent A—"And where do you expect to hold your school next winter?"

Industrial Education as a Business Investment

By PROF. B. N. WILSON, University of Arkansas

Very few people stop to think about matters that do not directly or indirectly concern them in their business or social relations. The ones that have given industrial education serious thought from an unbiased mind from the days of Pestalozzi to the present time, have become firm believers in its usefulness.

Advancement has been very slow, however, because the prevailing idea has been that such education was not to be desired by leaders in professional lines, but for those that were expected to stand at the machine or bench. The real merits were hidden to many educators, because of inherited ideas of education that bound their thoughts most effectively to the old form.

In some instances this idea was carried so far as to lead to the peculiar understanding that prevailed for years; that a knowledge of Greek and Latin, coupled with a life of ease, and, when possible, extravagance, characterized the individual as a gentleman.

The peculiar idea formerly prevailed, and to a certain extent still prevails, that a man with a trade needs no education, except such as he may get from the foreman and co-laborer on the job. The idea of today is, I am glad to say, a decided improvement upon that of the "old school."

It is natural that idleness leads to slack morals and social troubles; but what right has a man to live unless he be of use and benefit to humanity in some way? Some animals have a code that condemns drones to an unhappy fate. Our human code is becoming more strict in the condemnation of loafers, even though they may be hiding under some title, which is a title only, and means nothing to the thinking man.

One way in which educators can be of service to humanity, and there are many ways, is to aid the coming generation to getting an education that will enable them to join the class that is to earn an honest living; become members of the class of producers that are to build and sustain the nation.

The fact that we are not further advanced along this line, I believe, is due to false ideas, coupled with little thought and less action.

An investigation of the present state of industrial education discloses the following conditions:

Several schools devoted to different phases of the broad subject, which has in part solved the problem of the proper way of establishing such schools, line of study, etc.

Educators, in general, taking more interest in industrial education in its several branches than ever before.

The state governments and municipalities maintaining a few industrial schools; capitalists and manufacturers aiding in the work by establishing some good schools, and others of lesser value.

With the comparatively small amount of work that is being done, and the rapidly changing conditions in our manufacturing plants, the supply of skilled workmen is rapidly decreasing. This condition is due, in my judgment, to the following causes:

The unreasonable attitude of the labor unions in regulating the number of apprentices below the actual demand.

The rapid adoption of piece work and bonus systems by the manufacturers. These systems make men skilled in making one special piece, or in performing one task. It does not make the man capable and experienced in a general line of work, like our former machinists and other tradesmen were. Every plant operated under our modern systems must have a few men capable of filling in any place, or of making any necessary repairs or improvements.

The rapid development of the use of machinery for performing tasks formerly done by common labor is due in part to the scarcity and higher price of common labor; and the fact that common laborers are not to be depended upon is another reason for their displacement by machinery.

The development of the various systems of manufacturing has cheapened many products, resulting in their more extended use. The extent of this can hardly be realized. The rapidly increasing population of our country has increased the demand for standard and special articles.

The advanced conditions of home and social life have created a demand for appliances that are considered necessities now by the masses; while a few years ago these same articles were considered luxuries. For these and many other reasons, the demand for skilled labor has increased until the demand has outgrown the supply. Manufacturers are realizing their condition and the foremost question with them is the labor problem.

Many do not realize the lack of skilled workmen in the south, compared with the skilled labor in the north. Our standard in this particular is low, mainly due, in my judgment, to the fact that southern workmen, as a class, are poorly educated. I do not like to make this frank statement, but believe it best, so that as more people come to realize the actual conditions it will be easier to improve upon them.

This condition is one of our strongest arguments for industrial education. The south can only hope to develop her manufactories by supplying the demand for more and better mechanics.

I have explained to you that there are fewer workmen being trained by the old system, and our supply of skilled labor is rapidly diminishing. We can be of assistance to the individual as well as to the state—in fact, to aid one is to help the other. Franklin said, "He that hath a trade, hath an estate; and he that hath a calling hath a place of profit and honor."

The aiding of the individual to increase his mental powers to better his mental conditions, to take a better, higher social standing and increase his earning capacity is all within the field covered by industrial education.

The discussion of these several points is not within the intent of this paper, but each truth stated is conceded by educators generally.

To give a man confidence in himself by aiding him in mastering a trade, produces independence. He desires wealth and high position, but he and his family are not dependent upon them for subsistence. If conditions demand, he knows that he can provide the necessities of life, and be at least part way up the social scale.

This brings us up to the point of increased skill and earning power of the properly trained mind and hand of those industrially educated. Did you ever feel the need of such training? If not, look at the old men, bent with years of heavy toil, still handling the pick and shovel. What are their views of society? Talk with them, and you will find that they think things are not equally divided. This is especially true of those that have at some time held a higher station in life. A trade would have put them in a much better position. In thinking over the problem of life, it has frequently occurred to me that a man following a good trade, holds a position ranking along with the farmer in independence and freedom from worry. In many cases he lives better than the farmer, and is in closer touch with his fellow men.

Professor Williston, of New York, in a discussion of the increased earning power of the young men who have graduated from the two-year courses in Pratt Institute, shows that on graduation from one of these courses the class averages $750 per year, while ten years later, their earning power is $1,600. From another class, the average salaries received at the start was $750, and twelve years later, were receiving on an average of $1,900 per year. I regard this as a most excellent showing, and not overdrawn. I have known many cases where the individual did much better than this, so that the average of a class, in my judgment, should be at least as high as was ascertained by inquiring into actual conditions of one graduating class. It has long been a wonder to me to see the way in which industrial education increases the earning power of the individual.

It is only recently that any one has attempted to secure reliable data; Professor Williston being one of the very few, yet the fact has been known to many for some time.

Parents have for a long time realized that a child can receive better training, and ultimately reach a higher state of development by an early study in any line of work. Mothers usually desire their daughters to take up the study of music at an early age, knowing that this is necessary, if they are to become even reasonably skillful.

The same development is shown by young men started early in any line, and in my judgment, manual training should be part of our course of study in each of the grammar grades.

Unlike most other courses, manual training can be put in without detracting from any other subject. If properly taught it is really a recreation and pleasure, leading to specific results. Another reason for starting instruction early is that the vast majority of our school children never go higher than the grammar grades. If we get them to take more advanced work, we must first create the desire for further development.

In the event that the student should drop out of school, and enter some line of work at any stage of his course, he would make a better tradesman in any line of work by reason of his previous training. By proper instruction in early childhood, there is no doubt as to the making of a higher class American workman than by our old apprentice system.

I have taken it for granted that our country would be benefited by raising the standard of our American workman. I will merely mention that better workmen means the turning out of more and better products, cheapening the production, both at home and for competition in foreign markets.

From the writer's standpoint, it is one of the best investments that a city or state can make —to provide means for industrial education for large numbers of its children.

Some of our philanthropists have established such schools and, in my judgment, there is no better field for the use of their money.

School Administration.

TWELVE MONTHS' SCHOOL TERMS.

The schools must give full time employment. I mean that the teacher should have employment for twelve months in the year, just as the farmer, the merchant and the physician have employment for that time. It is not true that school teachers are dying off from overwork. On the whole, school teaching is not more exacting or exhausting than other forms of work.

Neither is it true that the "innocents are being slaughtered" by the multiplicity and severity of school tasks. The children in the schools are healthy and wholesome and happy. The school work has been adapted and adjusted to the capabilities of the children by intelligent people who know more about the matter in a year than most of their critics learn in a lifetime. The sanitary conditions of the school buildings and premises are better than those of the homes; the light is better, the heating is better, the ventilation is better, the drinking water is better. This may be poor comfort; but it is true, nevertheless. If it were true that either teachers or pupils suffer physically or mentally by school conditions, the answer is easy. Change the conditions.

But the chief argument for keeping the schools open continuously lies on the other side. Let us look at it from the economic point of view. Many millions of dollars are permanently invested and locked up in what we call the school plant—grounds, houses and equipment. This is in use from one-half to three-fourths of the time; it lies idle from one-fourth to one-half of the time.

Presumably it is earning a valuable income during the time it is in use; why should it not continue to earn a valuable income for the remainder of the year? What would be thought of the business sagacity of the manager of a large and successful industrial plant who should "close down" for one-fourth or one-half of the year when the raw material, the power, the demand for the product, the transportation facilities, and all the other conditions were just as favorable for a continuous output?

However, it is not the economy of dollars that should count most. It is the economy of time and of intellect. Whenever the state assumes responsibility for the school education of its youth it should provide suitable school facilities for the entire year. If addition and subtraction are good mental diet in January, why not multiplication and division in July? If nouns and adjectives are appropriate in February, why not verbs and adverbs in August? It is only through tradition that the schools are open in one season and closed in another. If the school is a good thing in winter, wouldn't it be a good thing in summer? Or, if it be a bad thing in summer, wouldn't it be just as bad a thing in winter?

If the schools were open continuously the child who enters at six could complete the common school course in six years—instead of eight as at present—and the high school course in three years, instead of four, as at present.

When the schools are run on full time no child will be required to attend longer in any one year than is best for him under the circumstances, and each teacher will have an opportunity for a vacation of three months without pay in any year. Also, the details of the curriculum and the procedure for the summer term will differ from those of the winter term. As certain things now found in the highest grammar grades require greater maturity of mind than most children have at twelve, these might in part be displaced by certain desirable things not found regularly in the curriculum at present, and in part they might be exchanged with certain other things now relegated to the high school that could properly and perhaps better be found in the grades. Such an exchange will tend further to prevent the break between the elementary school and the high school that seems practically unavoidable under the present regime.—Supt. R. I. Hamilton, Vincennes, Ind.

RELATIVE NUMBER AND WAGES OF MEN AND WOMEN TEACHERS.

Schools, both public and private, depend for their supply of teachers upon the general labor market, and if they pay what that market demands, they are forced to give to men more than they give to women of the same grade of ability and attainments. One reason for this is that teaching is one of the best occupations open on a large scale to women and, therefore, attracts them in large numbers, while to men many other occupations are open which are, on the whole, more remunerative and attractive. The very large proportion of women now employed in the public schools is due to the fact that they have been and can be obtained at a smaller compensation than that paid to the male teachers.

If we pass from the facts that are unquestionable to those which may be questioned but are sanctioned by a nearly universal opinion, we may affirm that, in the general view, the education of children and youths is most effective when there are both men and women among their teachers. There may well be many more women than men, and in the lower grades no men may be needed; but, wherever the minds of the pupils fail altogether to be brought into touch with the minds of men, there is a loss in education. Parents are generally unwilling to have their sons educated nearly to maturity by women alone, and many of them prefer that their daughters should supplement the more long continued influence that they receive from feminine teachers by some influence from masculine intellects.

A school system officered only by men would be improved by exchanging many of them for women; and one conducted wholly by women would be improved by exchanging some of them for men; since neither sex accomplishes the best results when it works quite alone.—From report of committee appointed to investigate the equalization of pay of men and women in the New York City schools.

THE NEED OF EQUIPMENT.

The Committee of School Patrons of the state of Arkansas has recently issued an appeal for better equipment in the public schools. What they say may be read with profit by every school board member:

The question of equipment is one of the most difficult concerning which any teacher approaches a school board. There are several reasons why directors object to the purchase of equipment. First, it is frequently expensive, and to the uninitiated shows not at all its real value. In the second place, in some lines of work it must be renewed yearly, and finally during the school days of many directors, modern equipment existed only in dreams. Diligent application to a text book was thought to be all a boy needed in order to attain to the fullness of knowledge.

Where is the man who, wishing his boy to become a carpenter, puts him at a bare desk, in a room without tools, to read a treatise on "How to Plane a Plank"? Where is the mother who, wishing her daughter to learn to cook, takes her into the parlor and reads her an essay on "How to Kindle a Fire"? But the last man in the world to give his boy written directions about the shoeing of a horse would be the first to fail to see the necessity for a sand pile or relief maps in the teaching of geography. There are some subjects which recent years have brought into our elementary school—physics, chemistry, manual training, cooking, sewing—which are taught entirely by "laboratory" methods. The sooner the learn-by-doing method fills at least half our school time, the sooner will a more nearly complete adjustment to environment be possible for our coming generations.

There are other subjects in which the teacher should have many aids—pictures, charts, maps, models, reference books, a lantern and slides—in order to make clear to the pupils the thought implied in the text. The need is very great. It is true that some teachers, growing up in the "text book only" schools, may not recognize this need. Provide such a teacher with accessories; presently she will change her methods, and better results will follow. Some of the very best schools in Arkansas are wretchedly equipped. From number blocks for the beginner to reference books for high school reading, many of our classrooms are without devices for the aid of the pupil and teacher. Is it not about time that friends of education came to the rescue?

BOSTON SCHOOL ADMINISTRATION.

Supt. Stratton D. Brooks, in a recent letter to an investigator of school administrative systems, sums up in a suggestive manner the advantages derived from the reorganization of the Boston school committee:

The advantages that have arisen on account of the reduction of the school committee of the city of Boston from twenty-four to five members have been very marked. The greatest of these is the decision of the board not to perform executive details in the running of the schools, but to leave these details in professional hands. The new board set for itself the ideal that details of administration should be performed by paid officials, who are to be held strictly accountable to the board. The board has therefore prescribed the duties of its officials and employes, and placed upon them a large measure of executive responsibility.

The advantage in the administration of school affairs that comes from knowing that a duty assigned by the board to an official shall be exercised only by that official until recalled by the board itself, and that no individual member of the board desires or intends to perform such duty, is so great that this alone marks the beginning of an epoch in the educational history of Boston.

The creation of a board of five members has completely revolutionized the method of procedure. Under the larger board the work was delegated to subcommittees and the decisions of these committees were usually approved without question by the full board. The opportunity for decisions based upon personal or political considerations were very great, and the varying personnel of the subcommittees caused considerable variation in the quality of the work done by them. Even the best of them were unfit to decide matters requiring long professional training, and the total result of these decisions was inevitably to cause confusion in the educational system.

Politics Eliminated.

The creation of a board of five members has eliminated the pernicious influence of the ward system, and the decisions of the board are no longer influenced by the process of trading favors for different localities. Political influence

(Continued on Page 24)

SCHOOL ROOM FENESTRATION

By N. R. BAKER, District Superintendent, Birmingham Schools.

It is little less than criminal that school rooms in even large and presumably modern cities are allowed to exist improperly heated, ventilated and lighted. Superintendents and school boards are beginning to study the first two of these subjects with a view to bettering existing sanitary conditions, with the result that the new buildings are a great improvement over those built twenty, ten or even five years ago.

But the subject of lighting, or as I may call it, the new science of fenestration, has as yet received too little attention.

Dr. William F. Barry of Woonsocket, R. I., is one member of a school board who has written a practical and readable book on school room topic—that of school room hygiene. He reports that of one thousand (1,000) children examined, 334 or 33 1-3 per cent had defective vision in one or both eyes.

Let him tell of his experiment in his own words: "The strangest point brought out through an extensive examination of the eyes of school children, and adults as well, was that although the eyes of many were seriously affected, the persons were apparently ignorant of the fact. The onset was insidious, and little notice had been taken until the change was irreparable. Twelve pupils were found who had practically no sight in either eye, yet who were all doing the required school work. The remaining good eye had been saddled with the work of both and was doing it as well as possible. It so happened that the trouble with the eye was in the retina and the optic nerve; and as the child did not complain, and there was nothing in the outward appearance of the eye to draw attention to it, the trouble passed unnoticed. A number of teachers frankly admitted that they had thought many pupils, who in reality were suffering most severely from defective vision, merely stupid and inattentive.

"The writer examined the eyes of one thousand school children in their respective schoolrooms. The Snellen test types were used, and each eye tested separately. The pupils were from eight to fifteen years of age, and were of all social grades. No difference was noted between the aptitude of poorer, ill-nourished children having defective vision and that of the children of the well-to-do. Very slight defects were not noted, but all marked had noticeable trouble.

"The results, to say the least, were appalling. Of one thousand examined, 334 or 33.4 per cent, were defective. One in every three examined was doing work for which he was not fitted, was straining his eyes to do that which required normal eyes. No allowance was being made in any case, as, in the majority of instances, the teacher was unaware of the difficulty. The usual symptoms of eye strain, such as headaches, restless sleep, loss of appetite, twitching of the eye and lid muscles, are not always present, and nothing but periodical examinations of the eye will show existing defects. Often, too, many pupils, from a natural reticence, will not complain, although suffering."

The following table shows the result in detail:

One Thousand Examined.

Both eyes defective	146
Left eye only	134
Right eye only	52
Entire absence of sight in one eye	12
Number cases of strabismus, or squint	28
Those defective using glasses to correct vision	16
Not using glasses	318
Granular lids	4
Corneal scars	2

In another city two large buildings have been noticed for seven years. In one where the lighting is improper, inadequate and unscientific the eyesight of the children constantly grew worse. In the other, where the conditions are favorable and the fenestration approximately scientifically correct, the percentage of defective eyesight decreases rapidly after entering, until the pupils in the seventh grade have normal eyes almost without exception.

In my opinion all lighting, for regular grade classroom work, should be unilateral, though some still hold to the bilateral system. This plan is only permissible, however, when the second side is from the rear and quite high and so much less in space as not to overcome the light from the left.

The light should always come from the left side and as much to the rear as possible, as that coming from near the front will both interfere with blackboard work and by shining into the eyes of the pupils will cause a false focus of the light through the pupil of the eye.

The bottom of the windows should be as high as the child's head when seated, in order to avoid the strain of focusing the eye to receive one volume of light yet compelling it to read by another as it falls upon the book. This conflict of foci cannot avoid working harm to the eyes.

The light space on the left should be one-fifth of the floor space of the room, more or less, according to the prevailing moisture or percentage of cloudy days in the climate of the particular section affected.

The spaces between the windows should be as small as it is possible to make them. By using steel mullions instead of brick piers it is possible to reduce this space to about eleven inches. The necessity for this reduction depends upon the same principle, as the necessity for the use of an unilateral system, namely, the elimination of cross shadows. It is perfectly apparent that where cross shadows exist they must of necessity fall across the pages of the book in the hands of the pupil, and that to read a page or even a line of a page must constantly focus and adjust itself to the various lighter and shadier sections of the line. The effect upon the eyes will be exactly the same as if one were reading in a flaring or flickering light. For lighting it is better that the room be not more than twenty-four feet wide, unless the ceiling is more than twelve feet high. The great body of light comes at an angle of about twenty-five to thirty degrees, probably because the thinness of the atmosphere, though more nearly vertical lines and the impurities and obstructions through more nearly horizontal lines cause a concentration of average light at this median angle. Therefore, light will fall just as far again on the floor as the height of the windows. The light coming in at the top of a window twelve feet above the floor will fall twenty-four feet into the room.

If possible the buildings should be long and narrow and all rooms facing east or west. South light is too strong. Even the use of florentine, painted or ground glass, is objectionable. While too dazzling on sunshiny days such arrangement makes the room too dark on cloudy days.

North light is good but prevents by the unilateral system any flooding of the rooms by sunlight. Sunlight is nature's greatest antiseptic disinfectant, and east or west rooms secure the necessary sun without being subjected to the objectionable direct rays during the greater part of the day.

Thus far we have discussed building construction and the ideal conditions which should obtain in new buildings. But generally the most perplexing problem is what to do with the buildings already constructed which do not meet these scientific requirements. There are many well constructed brick and stone buildings destined to last for a century yet, and equally destined to ruin the eyesight of hundreds of children for life unless some remodeling is done or some simple but well established laws of fenestration are observed.

Let us see what may be done with the insanitary, unscientific and unsightly buildings already constructed.

In many one-room country schools light is admitted from three or even four sides and is, therefore, trilateral or quadrilateral.

Let the windows in front of the pupils be closed up with shutters or dark green shades or the glass painted with brown or dark green paint. The same may be said of those to the right of the pupil, though slightly lighter tints should suffice. Generally the light from the left in such buildings is not sufficient owing to the large space between windows. Therefore, the bilateral system must be adhered to.

Wings in city buildings with windows on three sides may be treated in the same way. Where there is an abundance of light in corner rooms the windows in the rear should be darkened on the right side of the room so as to prevent shadows over the right shoulder. Care should be taken too that no window far to the front opposite teachers' table is allowed to admit light, through even a chink or crevice.

It is generally best to have the walls tinted buff with a cream tint above the picture mold and on the ceiling, and a brown or mahogany wainscot. A green blackboard is probably better than a black. The window shades should be straw colored or about the shade of unbleached linen. But frequently the problem is a superabundance rather than a paucity of light. In such event a green scheme for the room would be better—dark below and light above.

In all cases a dull finish is best, as it does not dazzle the eyes nor render the blackboard useless by reflection. Kalsomine or alabastine is not objectionable for walls and ceilings, as its cheapness allows of frequent recovering. But oil paint on a keen-cement base should be used below blackboards and for wainscot, as it will allow washing.

In dark rooms, halls or basements do not fail to use prismatic glass.

To carry out this ideal lighting system two difficulties immediately present themselves. First, in building, the architect must be reckoned with. He will be inclined to think only of the architectural beauty of the exterior and the workmanlike finish of the interior. Give him to understand that you know something about building schools, at least from a hygienic and pedagogic standpoint, and that those ideas *must* be worked into the plans. He will balk at the steel mullions and blank walls. It may be even necessary to remind him that if he cannot plan such a house there are others who can.

Where the building is already constructed along wrong lines difficulty may be experienced in getting the teachers to adjust the shades at various times of the day to suit the light, or to consent to allow some shades used in the readjustment of the light pulled all the way down while others are all the way or part way to the top. Her objection will be an esthetic one based on the looks of the room from the outside. But when the eyes of the children are at stake, what right have we to consider even the laws of harmony or esthetic culture, for what shall it profit a child to gain the whole mental world and in so doing lose its own sense of sight?

Among Boards of Education

HOW THE BOND ISSUE WAS CARRIED.

A writer who is too modest to sign his name relates in the April issue of the Ohio School Monthly how the school facilities in a certain city were increased. The condition and the characters he depicts are well known to every school man. The method of campaign that finally won out is suggestive:

"The necessity of making provision for increased school facilities was brought before the board of education about a year before the actual campaign for the issuance of bonds was inaugurated. In this way ample opportunity was given for talking over individual ideas and various plans, and when the matter was opened up for general public discussion the board was a unit on the plan that was to be submitted to the voters. In the meantime the school enrollment had increased until every schoolroom was taxed to from 20 to 40 per cent above the normal capacity. There were combination grades and shifting of classes and various other expedients used to relieve the situation, all of which very materially affected the efficiency of school work. But when the plain statement of facts was presented to the people, like those of many other communities, they could not believe conditions were so serious as to warrant the expenditure of $50,000.

"Mr. Oldtime said they used to get along without such extravagant facilities when he was a lad, and there was no need of having so many different grades in the schools. One teacher used to have sixty to seventy-five pupils and there was no legitimate reason for asking for so great an increase in school room. Mr. Taxrate dilated upon the question of increasing the taxes until the burden would become so great that property owners would have to dispose of their holdings and migrate to that Utopian land where the rate should be gloriously low. (Nothing being said about a high valuation and the fact that taxes are paid in dollars and cents instead of by the much magnified tax rate.) Mr. Acreage advised not to put all the eggs in one basket. The bonded indebtedness must not be raised so close to the limit that there would be no chance to secure other needed improvements, such as water, sewerage and pavements.

"Other factors entering were the question of site and the desire of one or two sections of the village to secure a ward building before the central building should be erected.

"The attitude of the board of education was to rely on the actual facts and the extreme needs to effectually answer such arguments and convince sufficient of the voters to carry the election by a safe majority. Not that they did not stand up valiantly for their proposition, but rather that they were so thoroughly saturated with the urgent demands for relief that they could not believe any considerable number of citizens could fail to view it in the same light. They were destined to have a rude awakening. When election day came the issue was decisively defeated.

"But this defeat brought new determination and renewed courage to those who were responsible for the administration of the schools. The day following the election, at a meeting held in the superintendent's office, it was decided to start a new campaign and to bring the matter personally before every voter in the village. The site was definitely selected. Complete plans were prepared by the architect. Some weeks elapsed before all these details were completed. The school enrollment, which had been increasing steadily, was now so great that half-day sessions had to be substituted in all the lower grades. For effectual and convincing argument there seems to be nothing that strikes home more forcefully than half day sessions. With this indisputable fact of the overcrowded condition and the thorough arousing of the minority who had voted in favor of the issue, a leavening power was at hand which was put into effective use.

"The superintendent started a series of 'cottage prayer meetings.' Armed with complete and definite data of the enrollment of grades, of the capacity of each schoolroom, of the probable increase in attendance, based upon the school enumeration, together with the architect's plans, he set out upon a systematic campaign. Wherever he could find a man that would open his home and invite his neighbors, particularly those who were known to have opposed the issue, there he went and laid the plain facts before the group, soliciting the fullest discussion and interrogation. Not the least effective of his arguments was the artistic and attractive exterior view of the proposed building which had been painted in water colors by the architect. This scarcely ever failed to arouse that civic spirit which prompts every community to have more or less pride in the attractiveness of its public buildings. Leaving one group with the admonition to use the information imparted, enlightening every school patron and voter they chanced to meet, he moved to another home, sometimes three or four in a single night, and the same program was repeated. This plan was followed until all the homes in the village had been reached.

"Through the efforts of the board of education and several earnest citizens the village improvement association went on record as favoring the bond issue and the plan proposed by the board. By this time the movement was getting under way with a power that was almost carrying it on by its own momentum. It must not be thought that the opposition laid down. On the contrary they fought with desperation, using the old stock arguments and seizing upon any extraneous matter that could be made to serve the purpose of winning strength to their side. But each day it became more apparent that they could not stem the tide. A committee of citizens was selected to take charge of getting out the vote on election day, and so effectually was their work done that a very full vote was cast. When the count was completed it was found that the issue had been carried by a vote of exactly *two to one.*"

AMONG SCHOOL BOARDS.

Cleveland, O. In replying to a question of the president of the board of education, Supt. W. H. Elson recently pointed out the authority of a superintendent of schools under the Ohio laws to promote pupils as he saw desirable or necessary. Some criticism had been passed by the principals of classical high schools and others against the admittance of eighth grade pupils into the technical high schools in April rather than in June next.

Mr. Elson stated that he is in duty bound to classify the schools and control the promotion of pupils. The Cleveland board of education has always recognized this principle and the records nowhere show that any board ever sought to assume authority or the responsibility for the exercise of this function.

The education committee of the Wisconsin legislature has agreed to recommend the passage of a law authorizing the state superintendent to call an annual convention of city school boards. At present county conventions are held with great success and benefit to the rural schools. The city and county superintendents meet yearly in convention at the expense of the state and the proposed bill will make similar gatherings of delegates from the city school boards possible.

HON. D. R. KINDER,
President Board of Education,
Litchfield, Ill.

The abolishment of the Washington, D. C., board of education is being seriously considered in congress. Under the present peculiar form of government prevailing, the board conflicts with the authority of the district commissioners. A commissioner of education is proposed to act under the direction of the commissioners and with the advice of a school committee of five citizens.

The school committee at Fall River, Mass., adopted a resolution of the superintendent of schools that the utmost simplicity prevail at graduation exercises. Girls will not be permitted to wear gloves, and flowers will be barred.

The New York city board of education and other public school officials are co-operating with a citizens' committee that is preparing to hold a "Child Welfare Exhibit." The aim of the exhibit will be to show what is now being done in the interest of child welfare in Greater New York, and what may reasonably be done in the near future. The plan will be a constructive and suggestive one, calculated to be of great value, not only to the children, but also to the city at large.

Lynn, Mass. The girls of the high school graduating class will appear at the commencement exercises in plain white muslin dresses without laces or frills.

Worcester, Mass. The school committee recently voted to increase the truant officer force from two to four members and to elect a supervisor of attendance. This supervisor is a new departure, and the vote provides that the office shall be filled by a woman who "shall endeavor to establish a closer relationship between home and school" by getting into close touch with the mothers of children who have a tendency to play truant and explain to them their duties toward their families on education lines.

The Bozeman board is taking steps toward the erection of a modern central school to accommodate all the pupils of the seventh and eighth grades and to be equipped for teaching manual training and domestic art and science to all the grammar pupils.

The fifth annual meeting of the Louisiana School Boards Association was held last month in Baton Rouge. The association endorsed a measure before the legislature authorizing school boards to levy local taxes. Dr. Regard of Avoyelles was elected president of the association and Leo M. Favrot of St. Martin secretary.

Ada Van Stone Harris has recently resigned as assistant superintendent of the Rochester schools.

Some Recent School Policies in Virginia

By Chas. G. Maphis, President State Board of Examiners, Charlottesville, Va.

Educational progress in the South during the past decade has challenged the attention of the entire country. What has been accomplished is due to the fact that the people, as a whole, are thoroughly alive to their needs and opportunities. Mr. Maphis' statement of policies in Virginia is indicative of the progress in the entire region.

By recent school policies I do not mean to convey the idea that all the policies I mention are new and different from those found anywhere else. They are comparatively new to Virginia, so far as usage goes, and some of them differ somewhat from the laws and regulations of any other state.

Probably the most important is the change in the method of electing the state superintendent of public instruction. In 1902 a new constitution went into effect in Virginia, under the wise provisions of which the changes I shall note were made possible.

Under the old constitution the superintendent of public instruction was elected by the legislature, and was almost always chosen from the membership of that body, and almost as frequently without any special reference to his fitness and training for the position.

In 1905 the first superintendent under the new constitution was nominated in a state primary and elected by a vote of the people. He is a well trained, able, energetic and enthusiastic schoolman, and the remarkable results obtained by his administration of the office fully demonstrate the wisdom of the change. He was re-elected this year without opposition in his own party.

What the heart is to the circulatory system, a good, strong state board of education is to a school system—a source of life and power, vigor and strength, health and activity.

Under our old system the state board of education consisted of the governor, attorney general and superintendent of public instruction, the first two elected by the people and the other selected, as above mentioned, by the legislature.

The board, of course, was political in character. Its powers were great. It elected all the superintendents, selected all the text books, made regulations for the government of the schools, etc., etc.

The new constitution provides for, and we now have, an educational state board of education, which consists of the three officers named above, all elected by the people, one member from each of three state educational institutions nominated by the board of visitors of the institution and elected by the legislature, and one city and one county school superintendent selected by the six members of the board provided for as indicated. These two members do not have a voice in the selection of other superintendents.

The board as at present constituted has very large powers. It selects superintendents, adopts text books, makes regulations which have the effect of statute law when published, appoints school examiners and inspectors, etc., etc. Much authority is centralized in this board, but so far it has used this power wisely and the schools have prospered under its direction. I cannot refrain from giving the following brief statistics to show the wisdom of its policies:

In 1905, in addition to the state school tax, the legislature supplemented the public school funds by a special appropriation of $200,000. This was increased in 1908 to $605,000. The same legislature also increased the appropriations for institutions of higher learning from $433,750 to $554,500. The total public school revenue, primary, grammar and high school, increased from $2,432,102 in 1904-5 to $4,350,000 in 1909-10, nearly doubling itself in five years. Out of the amount mentioned above, $1,660,000 is derived from state taxation and $2,690,000 from local taxation. The number of high schools has increased as follows: In 1905 there were 74 high schools; in 1907 there were 218, and in 1909 there are 315.

In spite of this excellent showing, Supt. Eggleston, in a recent report, says: "It is fair to state that the educational progress made in Virginia during the past year is mirrored more particularly in the spirit and enthusiasm of her people than elsewhere. One must attend her educational gatherings or take part in the educational campaign to realize how deeply in earnest school officials, school teachers and the people are in furthering the interests of the common school. There is hardly a day without the dedication of a schoolhouse or an educational rally in some part of the state."

The state board of education, realizing the value of expert supervision, in 1905 took the first and very advanced step in that direction by appointing a state board of examiners and inspectors, consisting of five members, who should constitute a sort of cabinet for the state superintendent and the board. Their office is a kind of educational clearing house. The board prepares all examination questions, grades all papers, issues all certificates and has full authority in all matters pertaining to the certification of teachers, subject, of course, to the approval of the state board of education. In addition to this specific duty the members of this board, who have general supervision over twenty counties each, act as field agents of the department of education, visit, advise and co-operate with division superintendents and other school officials, conduct teachers' meetings, organize leagues, address public educational meetings, establish and inspect high schools, and perform various other duties.

This board is probably unique, but the results of its work have justified its existence and it has been retained. Prominent educators who have watched it have declared that its appointment was the most progressive educational step taken by any southern state.

The work of the examiners demonstrated the value of better minimum salary for division superintendents of schools, which provides a minimum salary of $900 and permits counties to supplement this amount.

This act revolutionized the system of county and city supervision and put it upon what is essentially an expert basis. Formerly a superintendent's principal occupation was that of a lawyer, doctor, farmer or business man, and he incidentally looked after schools. He could not afford to do otherwise, as the minimum salary was $200 and the average salary $400.

The minimum is now $700 and in most instances $900, and many of the larger counties are now paying from $1,000 to $1,800. Except in but few instances the superintendents are now giving all of their time to the schools. In the last appointment, July, 1909, forty-three new men were chosen, nearly all of whom were trained school men, and already many evidences of improvement are not lacking.

Another measure which has benefited the schools as much as any other, and one which in some features at least is original with Virginia, is the school building act, by which school districts may borrow money belonging to the literary fund for the purpose of erecting schoolhouses.

Other states have had loan funds, but they have consisted of special appropriations set aside for this purpose. The Virginia plan is unique in that it utilizes the literary fund which is already a school fund, and makes it do double duty, as it were—the income going toward the support of the schools and the principal being loaned to them.

This act provides that school districts may borrow from this fund one-half the cost of any school building, the plans and location of which are approved by the department of public instruction. The terms are, for amounts of $3,000 or less, the loan may be paid back in ten annual installments with 4 per cent interest. For amounts between $3,000 and $10,000, 5 per cent interest is charged and fifteen years is allowed in which to pay it.

This law has stimulated the erection of new, modern, sanitary buildings to a remarkable degree, as is shown by the fact that during 1905 Virginia spent $267,324.12 on school buildings. In 1908 this amount had increased to $537,336.79, while during the year just closed $923,288.90 was expended. A most interesting feature of this is the fact that such an interest has been stimulated that during the year 1909 $205,363 was raised by private contributions to assist in the erection of new school buildings. Nearly as large a sum was contributed in 1908.

The efforts of the department of public instruction have all been directed toward giving to the country boy and girl, so far as practicable, equality of educational opportunities and toward making the instruction which they are to receive fit and fashion them for an enriched country life. With this end in view, ten agricultural high schools—one in each congressional district—have been established where agriculture and domestic arts are taught.

In connection with the United States department of agriculture and the southern education board, a comprehensive plan for boys' demonstration farm work has been arranged.

Normal training departments have been established in twenty selected rural high schools, and in connection with them much extension work of a supervisory nature is done.

One hundred thousand dollars is appropriated annually for special state aid for high schools, with the result that they have increased from 74 in 1905 to 315 in 1909. Of course, all of these are not full four-year high schools. A large number of them do but two years of high school work, but they give to the country child that much additional opportunity.

Ten district summer institutes are held each year for four weeks for the elementary school teachers, and the University of Virginia summer school is conducted for six weeks and offers courses for advanced students.

Out of about 9,000 teachers in the state, over 4,000 attended summer schools in 1909.

The last legislature provided for two new normal and industrial schools for women. One opened this year and the other will begin work in 1910.

The consolidation of schools and transportation of pupils have received much attention, and gratifying results have been obtained. There are nearly 200 school wagons in use this year. In 1905 there were nineteen.

Two school library systems are in operation—a traveling library system consisting now of over 200 libraries, and one which provides that in each district where the committee raises $15, the district trustees must give a like amount and the state $10, making a total of $40. The state contracts for the books at reduced cost. During the present year 300 libraries, none costing less than $40, were established.

The state officials have been greatly assisted in their work by the Citizens' Co-operative Association, which has organized hundreds of citizens' leagues in the state. Through their efforts a strong public opinion has been molded and a co-operative spirit developed.

These are some of the recent policies (though not by any means all new) which Virginia has in the past four years tried to carry out, and which have raised her, according to the United States commissioner of education, from the thirty-sixth place, educationally, to the nineteenth among the states of the Union.

The Philadelphia public education association has begun a campaign for legislation to reduce the size of the present board of education.

HON. T. O'DONNELL,
President, School Committee, Holyoke, Mass.

Among Superintendents

A THOUGHT FOR THE SCHOOL OFFICIAL.

By a Pennsylvania Teacher.

"Did you receive many new ideas, much new inspiration from your last institute session?" was recently asked of a bright teacher who is locally noted for devotion to her work.

"Ideas, yes; inspiration, no;" was her discouraged answer. "Perhaps it was my own fault, but I just could not help remembering certain near crimes of which I know our county superintendent to be guilty, and it kills anything like inspiration or enthusiasm I might otherwise have from anything with which he is connected. You see, I happen to know all about a certain school board who disregarded the laws of the state in several important matters and then sent in a sworn report declaring that the laws in general and some of the broken laws in particular had been fully complied with. When trouble threatened, our superintendent, instead of disciplining the school board or even trying to fix the matter up in an honest, straightforward way, resorted to political trickery to keep the offenders at the public crib. Why, he even attempted to frighten the prosecutor off with threats and, that failing, finally succeeded in carrying his point by means of lodge affiliations with attorneys and others in the case. But he has absolutely killed his influence wherever this is known, and it is quite generally known in several school districts. School boards there are more lax than ever, in some cases are running certain schools entirely in the interests of personal friends. They are not afraid to do these things, because 'Prof. G. will see us through if there is any trouble.'

"For Prof. G. to attempt higher moral ground now would be difficult with these boards. They have seen the worm at his heart and the restraining influence an honest man might have over them would only be a laugh-provoking caricature in him.

"Whenever I see him, at institute or in the school room, I am reminded of a certain document, of which I have been shown a copy, in which Prof. G. makes oath that the reports of this offending school board (and others) are correct; and any good advice coming from him is cancelled by his own hypocrisy. Why, even the children of several districts have gotten the story, in some way, and it has been rank poison in their minds. Formerly they looked upon the county superintendent with enough awe to receive his words appreciatively. Not long ago I heard one boy remark to another at the conclusion of Prof. G.'s visit: 'That's the man that swore to a lie to get the ——— school board out of a hole. Gee, hasn't he got the nerve to come here and talk like that to us fellows.'

"I know it isn't right to let the effect of a bad example kill the value of good precept; it's just human nature, and that's all there is about it. How can school officials throw away their moral influence like that? No one but the teacher knows,—no one else can dream,—how much more difficult it is to guide the youthful mind over which some moral leper presides as the court of last resort. Children are great character readers. They recognize fraud by intuition where an adult must find it by evidence. They naturally base their conceptions of success upon the character of people whom they are taught to consider successful. Here I am called upon to teach them disrespect for Prof. G. or else allow them to regard with indifference the high plane of honor which his official position imposes upon him. but which he does not choose to occupy. To do the first is to implant the first seeds of disrespect toward government; the seeds of anarchy. To do the latter means to encourage rottenness of character; to distort the conception of right and its relation to real success. How can any conscientious teacher instill patriotism in the minds of her pupils and at the same time teach them that the superintendent of schools,—the child's ideal system of government,—is not a man to be imitated. How can she teach them a proper regard for truth if she requires them to honor that which is dishonorable because accident or political trickery has placed it in temporary control? Oh, it is a hard place in which to put any conscientious teacher,—or any bright pupil. I sometimes wonder for how many criminals and ruined lives the tricky school official is accountable. In the case of Prof. G. I am afraid the evil effects will be particularly far reaching because it is likely to become a political issue in the newspapers.

"I happen to know that if Prof. G. comes up for re-election, as he probably will, a certified copy of his sworn report, together with convincing proofs that the report is false and that Prof. G. had reason to believe it false when he made it, will be published broadcast to defeat him. That will be nothing short of a calamity to our local schools and to hundreds of children in this county whose characters are now forming and who will be taught to disrespect the entire school system or else to consider pulls and political trickery evidences of 'smartness.' But isn't it a terrible state of things that facts can produce such disastrous results? What a condition things are in when we have to whitewash and cover up the truth about our schools and school officials in order to protect the morals of our pupils! Do you wonder that I fail to be inspired by Prof. G.'s institutes; by any of his teachings? He is only reminding me of the thirty young people whose character I am entrusted with shaping, but who are drawing some of the material I have to use from the rottenness of such school officials as he. Do you wonder that I tremble for the whiteness of my marble, when such filth enters into its composition? It hurts me to think of it. I wonder if such men as Prof. G. ever think of it in that light or ever care for the characters they are destroying with their polluting influence. It is strange that men like that dare stand before an audience of teachers or pupils, knowing that however closely their overt acts are guarded, there are some eyes looking past the official cloak, the faultless garb, the well-groomed mustache, straight down into the rotten tissue of lies that answer the place of a heart."

Will Prof. G. (by whom we mean all tricky school officials) think it over now? Will he continue to hamper the influence of the conscientious teacher with the problem, "Shall I teach these children to disrespect government or to disregard honor?" Will he bond his future influence to the devil in order to provide funds for some temporary advantage; for floating some political trick?

FOR BUSY SUPERINTENDENTS.

Somerville, Mass. The school committee, at its April meeting, took measures to simplify the joint graduation exercises of the two high schools under the jurisdiction. Pupils will not march on the stage to receive their diplomas, but will remain in their seats in the front of the hall while the certificates are handed to them. The committee requested parents and teachers to dispense with carriages, flowers and gloves for the occasion and asked that girls wear dresses of the simplest character.

Extensive changes are proposed in the courses of study for the Chicago public schools, according to a statement given out in April by Mrs. Ella Flagg Young. Algebra is to be withdrawn entirely from the elementary schools and arithmetic is to be simplified by dropping banking, compound interest, and interest and discount. Many minor details of United States history, such as the compromises before the civil war, plans of battles, numbers of killed and wounded, will be dropped.

Pensacola, Fla. The school board has reduced the noon recess for the elementary schools to thirty minutes. It was found that boys and girls left the school grounds and loafed on the streets.

Joplin, Mo. Supt. G. V. Buchanan has an interesting discussion of a successful adaptation of the Batava plan in his recent annual report. Mr. Buchanan utilizes the pupil teachers who are preparing themselves in the local training school to give special help to backward children.

Frank F. Bunker, superintendent of the Berkeley, California, schools, recently recommended to the board of education of that city that the city school system should consist of three groups of schools. One group, the high school proper, to include the tenth, eleventh and twelfth grades; the second group, to be known as the introductory high school, to consist of the seventh, eighth and ninth grades; the third group, the elementary schools proper, to consist of the first six grades. The plan proposes to relieve overcrowding in the high schools and to bridge the gap which now exists between the elementary school and the high school. The plan is now in operation.

As a means of arousing interest in hygiene, County Supt. A. R. Spaid of Wilmington, Del., recently delivered lectures on health in the country schools under his supervision. Mr. Spaid's talks were chiefly along the line of the importance of cleanliness, the necessity of fresh air, correct eating, exercise, and work for boys and girls. Stereopticon views of clean and unclean farm buildings, tuberculous cattle, etc., were used to make the lectures interesting.

State Supt. Frank G. Blair of Illinois makes this comment on the present agitation against college domination over the high schools:

There is a great deal of talk nowadays about certain influences which are said to be dominating our secondary schools. One of the most interesting features about this anti-domination propaganda is that its foremost apostles seem to be trying to out-dominate the work of the accused dominators. In one breath, they disclaim against any outside interference with the freedom and initiative of these high schools, and in the next breath they proceed to tell these aforesaid high schools just what they should do.

The high school, like every other part of a common school system, must have wise leadership, wise direction. Let us welcome this leadership and direction from whatever source it comes.

Carthage, Mo. Supt. J. M. White has been re-elected.

Some Phases of Administration

By BURTON H. ALLBEE, Member Board of Education, Hackensack, N. J.

Administration, as I see it, suffers from two causes. First, the indifference of the average member of the average board of education; second, from the misconception of what the average member of a board of education should, perhaps one might say, could accomplish. Either one of these causes may disturb the administration of any school system and both combined will create difficultes from which it is exceedingly difficult to escape.

Unquestionably members of boards of education should be trained in their duties if they are to bring their systems to the highest state of efficiency, yet, how many members of boards throughout the country are trained in their duties? Not many, when compared with the vast number who are annually elected to this position.

Not only are the majority of members of boards of education untrained in their duties, but all too frequently they have no conception of what they should do and often make blunders which it is extremely difficult to overcome. They often undertake to reform existing methods with no adequate conception of what is required and proceed in their reforming much as the proverbial Taurus behaved in the alleged china shop. The results in both instances are extremely disastrous, perhaps the advantage being with the china shop, since broken china can be replaced, but injured educational prospects are passed beyond redemption.

In this state, especially in the towns and boroughs where boards are elective, there is danger of changes each year, though the law provides that only one-third of the members shall go out of office in any one year, thus insuring what is practically a perpetual board. In other words, it may require two years to make any radical changes in the policy of a board, provided those who are developing it may have a clear majority.

The objection to this system is that it permits the rejection of many meritorious plans by the people who may, for one reason or another, object to the consummation of the program outlined by the board. One instance comes to mind as I write. A town of 15,000 people has an overcrowded high school. The board procured plans for a new building, modern in every respect and costing with the lot what seemed to be a fair price. But they had no power to raise money. They must appeal to the people for that and the vote was against the project for two reasons: First, for personal spite against certain members of the board and, second, because there was a determination on the part of some that the high school should not be erected, merely because they do not themselves believe in high schools. The board in this instance did what it could, but the people objected, and having no power to act without a vote of the people the effort was wasted and the time spent by the committee in studying the matter and obtaining plans was useless. In this particular instance the trained board would have suffered with the untrained. The vote was against the project altogether.

The trained board could not do much more with the people than the untrained, but they could improve the administration of the schools and develop better systems in most localities, particularly those where superintendence is weak or altogether lacking. There the training of the board would be a factor in administration difficult to estimate and likely to do much good. But if the superintendent is a suitable person for the place there need be little question about the efficiency of the schools, unless his tenure of office depends upon the whim of the board. In far too many instances this is true, and then the trained board would be helpful. It is likely that a trained board would appreciate the services of a good superintendent better than an untrained board, and the effect would be beneficial to the schools and helpful in the work of improving the efficiency of a system under the guidance of a good superintendent. The two might work together to better advantage to both. The trained men in the board would be more likely to comprehend the work the superintendent was doing and assist him enthusiastically. The untrained men, not knowing or understanding the tendencies of his efforts, would be more likely to nullify them by unwise acts and bring about a situation which would be difficult to overcome and filled with danger to the entire system. It is true that a majority of boards conscientiously attempt to do their duty, but often they are busy men, understanding practically nothing of educational work or its needs and having almost no time to devote to the study of the schools and the administrative problems presented. They are not to blame for this, but the effect upon the system is quite as detrimental as it would be if they were blameworthy. It is the influence or result of the acts, not the intention which does the damage.

Some objector says that it is impossible to obtain trained boards, and in a sense this objection is correct. Trained boards may be out of the question in most communities, if the letter of the term is followed, but there is always a relative alternative and in this instance perhaps a portion of the board members might be trained men, competent to judge of the efficiency of the schools and also competent to direct the teaching of the various branches in the schools. There are always some men who have made a study of these problems, or who have had them brought to their attention through one cause or another. These men should be sought out and elected. If towns would do this they would improve the schools and create conditions which would be beneficial in all directions.

Boards might be composed of men who have at one time been teachers. In one town of which the writer knows the entire board of nine members could be composed of men who have been successful principals and teachers in former days and are now successful business men following numerous different lines. It is quite likely that other towns are similarly situated. It is conceivable that these men might not all want to serve upon a board of education, since it is unquestionably the most thankless position in a community and usually carries no pay beyond the consciousness that one may be doing what he can for the cause. That is poor pay for the days and nights one is compelled to occupy with work of a more or less discouraging character. Yet it might be made even more alluring than the gold which usually carries so much influence. A little appreciation and a little manifested comprehension of the difficulties and uncommon discouraging features of the position, with a word of encouragement here and there would make men work harder than money. There is a certain degree of balm in a word of appreciation which does much to create improved conditions and is frequently an incentive to increased effort along certain specified lines. The people should not be slow to speak that word when they are getting work done for nothing which business men are glad to pay a liberal price to obtain. Of course, this phase of school administration scarcely appeals to the average voter and never to the critic of the average board of education. It is always assumed that the board is selfish in its ambitions and has only its own aggrandizement in view when it offers suggestions or recommends outright some improvement in, or addition to the system, that may cost a little money. Business men do not expect to obtain improvements in, or additions to, their own business enterprises without the expenditure of money, yet when these same men hear that a board of education is, or is going to, ask for money to extend the system or improve it in some way, there is always difficulty. Often the money is refused, while the board is unjustly criticised for wanting to establish something new, or erect a new building. For these reasons it is often difficult to secure men of more than ordinary ability to serve, and the system is thus deprived of the efforts and counsel of the ablest men in the community. They will not stand criticism and consequently refuse to have anything to do with the schools. The politicians elect someone who has no ability beyond understanding how to manipulate the vote for certain things or men, and the school system suffers in consequence.

The remedy? Well, it might be possible to induce men to take hold of the administration of the schools in these unfortunate localities if they could be assured that they would be fairly treated. But unless they are so assured they will not undertake it and the schools will continue to suffer accordingly. There is no remedy but one, and even though one may be deemed pessimistic, it looks today very much as though a change for the better was a long way off in some states and many towns.

Suppose the other class of board members is considered for a few moments: those who undertake to run amuck and reform everything in the system about fifteen minutes after they are elected. In some communities they are not numerous. In others they create a good deal of disturbance and try whenever opportunity offers, to play to the galleries and secure applause for something which may not meet the requirement at all and frequently will bring down upon the system and the board a good deal of unmerited censure. These men are often sincere and honestly believe they have discovered the only panacea for the disturbances existing in the schools and are quite confident if their reforms are adopted the outcome will be beneficial. It is frequently unfortunate that these men are so likely to be misguided. The same amount of energy properly directed would go far toward correcting many evils that now exist, but the clumsy way in which these men undertake to perfect the system and correct the evils will often result in such unpleasant and injurious consequences that the member who offers the solution of some difficulty is little more than the worst enemy the system may have. A misguided friend is worse than an open enemy. He can do more injury because he has more intimate connection and understands from the inside things which would be unknown to an enemy. Such members constitute a menace which cannot be overestimated and which cannot be guarded against, excepting by constantly watching them and offsetting their movements with something corrective before they are permitted to do much damage.

Constructive men are extremely scarce. Anybody can tear down, but it requires a genius to build up. Consequently the board which has one or more constructive members is indeed for-

(Concluded on Page 18)

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BEAUTY IN SCHOOL BUILDINGS.

At Owatonna, Minn., a little community of about 6,000 inhabitants, there is a bank building which is famous in America and is known even in Europe. Visitors come from far and wide to study this gem designed by that master artist-architect, Louis H. Sullivan, of Chicago.

From a purely business standpoint, the building has been as successful as it is artistic, for within a short time after its completion, the deposits in the bank have increased 30 per cent. The whole town has felt the influence of the building financially and socially.

Why should not the public school buildings in every town and hamlet have an influence similar to the Owatonna Bank? Would not beautiful school buildings attract and hold scholars just as the bank building has attracted and held depositors? We have the testimony of eminent educators that beautiful buildings in which they worked have had a remarkable uplifting influence upon the children in their charge. Why should not our school buildings, by beauty of outline, solidity of construction and purity of ornament, be lifted from the merely utilitarian and become aesthetic and moral forces in the community? Why should they not, as it were, dominate the scene?

Certainly it is a great mistake to erect a shack with no educational value where a structure of utility and beauty might stand, fit and adapted to all the purposes of instruction and calculated to preserve the health and wellbeing of teachers and pupils alike.

The art treasures of ancient Athens were an education to the Athenians. The stately Forum and the temples of Rome were an inspiration to the students of Rome. The modern public school building expresses as no other public structure does the social spirit of the American people. Why should it not then be a source of inspiration in itself and of education to the future American whose educational, social and moral destinies it molds?

SEND A DELEGATE.

One of the gratifying indications of the value which the Boston convention of the National Education Association will have is the splendid character of the programs which have been announced for the section as well as the general meetings. In the Department of School Administration (for school board members and school officials in general), topics have been selected which cover a number of the most interesting current questions. These cannot fail to command the attention of every progressive school official in the land.

The list of speakers who will partake has not been completed as the Journal goes to press, but officers of the department are authority for the statement that well known authorities have been chosen.

Following are the topics which will be discussed:

FIRST DAY.

Recent Progress in School Administration.

The Value and Need of Better School Reports and Publicity.

The Administration of Industrial Education.

SECOND DAY.

New Problems in School Architecture.

School Administration in Boston.

The Business Management of Public Schools.

Hon. J. J. Stoddart of Columbus, Ohio, who is president of the department, is a school board member of long experience and has taken a deep interest in educational work. He will preside at the meetings and discuss the Recent Progress in School Administration.

Every board of education in the United States should be represented at this convention by one or more delegates. The cost should be covered by the district, because the benefits which the schools will receive will more than compensate the expense bill of any delegate. This plan is now generally adopted by boards which send delegates to the state conventions of school officials.

FORM UNIQUE COMBINATION.

Perhaps the most significant educational movement in California during recent years has been the effort for affiliating the several teachers' associations of the state. For a number of years there has been a growing recognition of the fact that California is so large a state no one teachers' association can as a primary body meet the needs of a majority of the teachers. Coupled with this recognition has been a desire for a plan to secure concerted action of the educational forces.

At a meeting of the California Teachers' Association in 1907 a committee was appointed to report on the feasibility of affiliation among the educational organizations in the several sections of the state and Mr. Jas. A. Barr, superintendent of schools at Stockton, was appointed to work out a plan of organization. This plan was accepted by one association after the other during the past year and a central council to be known as the California Council of Education was appointed. This council met at Fresno on March 12th and Mr. Barr there submitted a plan of organization and of work which was adopted and is now being actively operated.

The associations which have combined to form a new organization are the California State Teachers' Association, the Northern, the Southern and the Central California Teachers' Associations. Each body is represented in the central council by its president, secretary and one additional representative for each 300 paid members. The central council will be a permanent committee on legislation to represent the educational interests of the various associations. It will have authority to establish and support an educational journal as as official means of communication with its members. It will have power to take action on all questions referred to it by the various organizations, and will choose its own officers and define their duties.

The affiliated associations start with a membership of about 8,000 teachers, each of whom will receive a copy of the Sierra Educational News, which is to be taken over by the council.

The movement in California is suggestive for all school officials who desire to see the teaching profession more closely united for the welfare of the schools and the promotion of its own interests. The chief fault of teachers, superintendents and school board associations at the present time is the lack of opportunity for the members themselves to contribute to the work. The average teacher and principal goes to a meeting filled with enthusiasm and is required simply to listen to discussions from higher officials or outside specialists. There is no opportunity for him to add his share to the knowledge of his fellows and they in turn have no opportunity of imparting their experiences except by personal contact in the hotel lobbies and corridors.

The California plan is interesting because it outlines a definite line of work which will extend all over the state and will continue during the entire year. It is not perfect by any means, but suggests a completer committee organization which will enable school officials and teachers to discuss problems of interest to them and in turn receive the benefits of others' opinions and ideas, and of concerted effort for their cause.

A CAMPAIGN FOR THE BUREAU OF EDUCATION.

The Russell Sage Foundation of New York City is the latest organization which has become interested in the movement for increasing the extent to which the United States Bureau of Education may be of service to the schools of America. The Foundation has become interested in the proposed addition of $75,000 per year to the present appropriation of the Bureau. The money, if allowed by Congress, is to be used in the employment of ten specialists in different phases of school work, together with the necessary assistance, and to cover traveling expenses and the like. Dr. Brown has repeatedly urged this, and it is in full accordance with his plans.

Dr. Luther H. Gulick, director of the Foundation, has recently issued a letter to the educational press in which he writes:

"Our own investigations have shown us the great value of the work of the Bureau and have impressed upon us the opportunity and needs for vastly wider work of this same sort. Such a force as the one contemplated might consist of specialists in the following subjects:

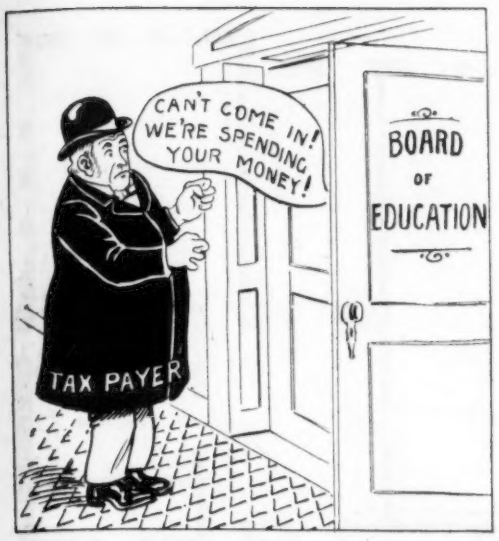
"The Construction of School Buildings, School Administration, Accounting and Statistics, Industrial Education (evening, trade and continuation schools), Education for Housekeeping, School Hygiene, Rural Schools, Agricultural and Mechanical Colleges, Commercial Education, Wider Use of the School Plant.

"There exists among the friends of public education throughout the country a general consensus of opinion in favor of enlarging the work of the Bureau. In order that there may be unity of action we are prepared to communicate with boards of education, superintendents of schools, boards of trade, educational and scientific organizations, etc., to the end that we may all act together when the matter comes before Congress."

BOOK HOUSE CHANGES.

The month just closed marks two of the most important book company changes which the school public has witnessed in years. The one was a quiet, modest moving forward of men who by a record of service and efficiency stepped into places which the ravages of death had left vacant. The other was a surprising upheaval and reorganization of an entire corporation, which the economical conduct of business and the continued success of an old established house demanded.

In the official personnel of Silver, Burdett & Co. the place of the late Edgar O. Silver was filled by Mr. Arthur Lord, Esq., as acting president. At the same time Mr. Albert A. Silver,



How the Secret Session appears to the Citizen.

The Commencement Season.

Lifting Syracuse Schools out of Politics.

Jr., was advanced to the position of vice president and general manager, and will, jointly with Mr. Lord, attend to the increasing executive labors of the company. The changes were warranted by years of experience and service and mean a continuance of the business policy which the late Mr. Silver established. The company has remained within its own ranks and has secured an organization which will mean much toward effectively building up the business of Silver, Burdett & Co.

The changes which were wrought in D. C. Heath & Co. were due to the sudden resignation of E. G. Cooley, who for a year past has acted as president. Mr. Cooley is succeeded by W. E. Pulsifer, who for many years has been identified with the book business, and whose integrity, progressiveness and energy have won the admiration of his patrons and competitors. W. H. Ives was chosen vice president of the company, C. H. Ames secretary and W. S. Smyth treasurer. Messrs. Pulsifer, Ives and Smyth have purchased the entire holdings of stock of the heirs of the late Daniel C. Heath.

This change presages much for the future of D. C. Heath & Co. It puts entirely new life in the control of the corporation and places western men, and eastern men with western ideas, in the control of the company's policy. Business men with clear cut business ideas and high educational ideals occupy the high positions. To the western agency force has been added as manager one of the strongest and most capable book men of the country, Mr. Frank F. Hummell.

GRADUATION EXCESSES.

School boards and superintendents of schools are again confronted with the annual bug-a-boo of graduation. With worry and flurry on the part of teachers and pupils, with school officials in the limelight, and with citizens comparing present standards with the days of yore, every community repeats what has occurred, year after year, in a manner similar to previous experiences.

Graduation from an elementary or high school occurs but once in the lifetime of every person. It marks an advance in life, and represents work completed; it means new problems to be met and new obstacles to be overcome. Its full meaning may escape many graduates and the things to come after it may be entirely forgotten.

Boys and girls, especially of high school age, are apt to overlook the true significance of the occasion and to dwell only on the incidents. They are apt to think of the color and style of their clothes, of the flowers and gifts which they will or will not receive. And, since these incidentals play so important a part in the minds of children and in the thoughts of their parents, they must be taken into consideration. Modesty, simplicity and an avoidance of all display of wealth which may offend graduates or their parents ought to be aimed at by every conscientious school official. Such efforts will be rewarded by the appreciation of every thinking citizen and by the admiration of poorer parents whom chance and the stress of life have made less able to meet graduation expenses without hesitation.

The newly elected member of a school board in a New Jersey city said, upon entering on his duties last month: "I am eager to do something for the town in which I live, especially if I can do it outside of politics. Therefore, it is all the more welcome for me to come into this non-partisan board of education and assist in your important work. I do not know, nor will I ever try to find out, what is the political complexion of any one of you."

The members of the board at Delphos, Ohio, subscribe for the School Board Journal, and at each meeting devote some time to a round table discussion of the articles it contains.—Ohio Educational Monthly.

A live superintendent helps to make a live board of education.—Corson. Conversely, a live board of education will not keep a superintendent who is a "dead one."

The public school is not a proper place for propaganda by special interests, be these prohibitionists or antis, socialists or anarchists. The school board which permits the dissemination of partisan or sectarian propaganda deserves to be "ousted."

Every handsome public school, well situated, is an asset to the city.—Dr C. F. Kuhn, Detroit.

It is the duty of every superintendent to acquaint himself with all the available data concerning the administration of schools. The School Board Journal is one opportunity.

Mrs. Ella Flagg Young, superintendent of the Chicago public schools, gave the male employes of her office a lesson in civic duty on election day last month, when she inquired of them whether or not they had voted. It would be interesting to know how many men superintendents, teachers and principals, the land over, voted at the last election in their respective communities. We doubt whether the percentage would be above fifty.

More to his liking.

The Boy's Burden in Spring Time.

After Graduation according to Life.

A CITY SCHOOL.

The new No. 3 school recently completed for the city of Elizabeth, New Jersey, near New York, was designed by Architect Clyde S. Adams, Philadelphia, Pa.

The design was based on the plans submitted by him in competition with the leading school architects of the East and cost completed, including furniture approximately $90,000.

The facade of the building consists of pressed brick and brownstone trimmings, and designed after the Elizabethan type of architecture with a frontage of 123 feet and extending back to a depth of 95 feet.

The basement contains the manual training, play rooms, and boys' and girls' toilet rooms with direct entrance from yards. Provision was also made for the boiler room, with ample coal and ash storage. The building is heated by steam with forced ventilation installed by the Aetna Heating Co., of New Britain, Conn.

The first floor is planned for the lower grades and includes six classrooms, principal's and teachers' retiring rooms. The second floor is practically a duplicate, but consists of eight classrooms. The third floor consists of six classrooms and an auditorium, seating 600 generously.

An important feature of the structure that should not be overlooked are the fireproof stair towers at each end of the building. These towers are constructed solely of brick with concrete steps, provided with Mason safety treads, and all communicating doors are of pressed steel glazed with wire polished glass, and all outside doors are equipped with automatic safety door locks.

Among other features of the latest importance installed in the building is a vacuum cleaning system.

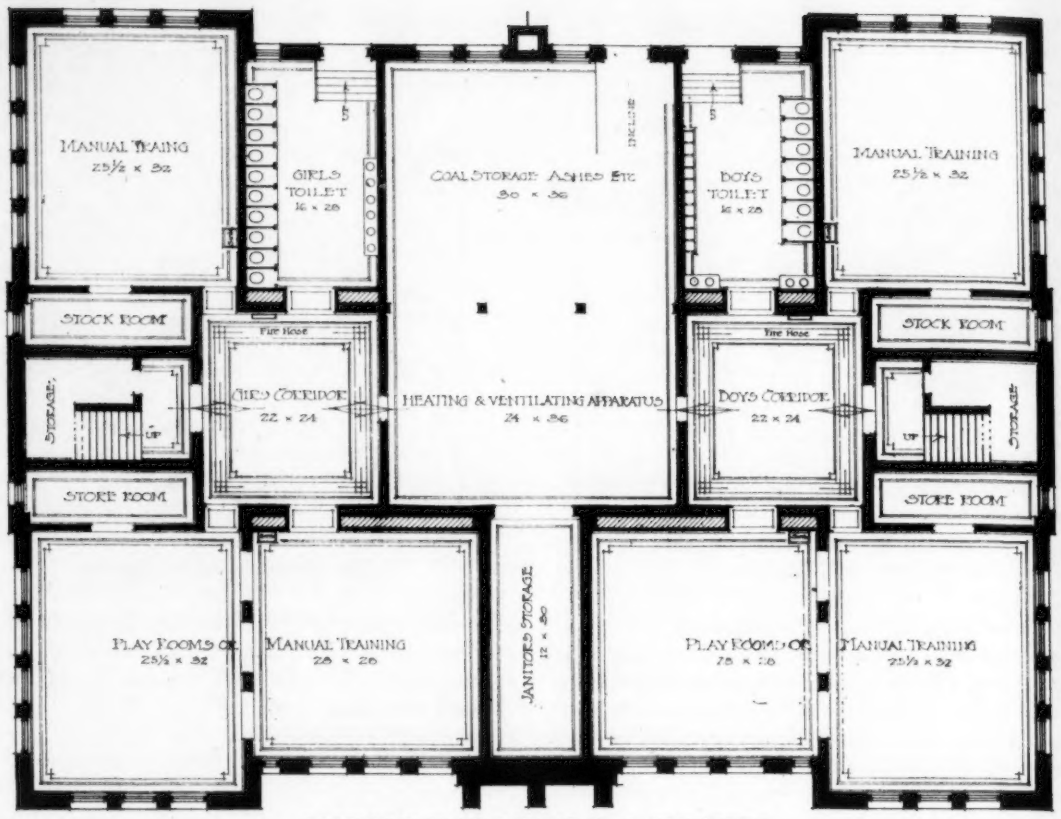
BUILDING AND FINANCE.

After a struggle of more than a month against charges of extravagance and insubordination brought against him by Alfred R. Urion of the board of education, Dwight H. Perkins, former architect for the Chicago public schools, was last month formally dismissed. In replying to charges brought against him, Mr. Perkins submitted figures showing the cost of school buildings in New York, Boston, St. Louis and other large cities, together with the testimony of prominent architects as to the merits and economy of his designs. Mr. Perkins has resumed his private practice as a member of the firm of Perkins & Hamilton.

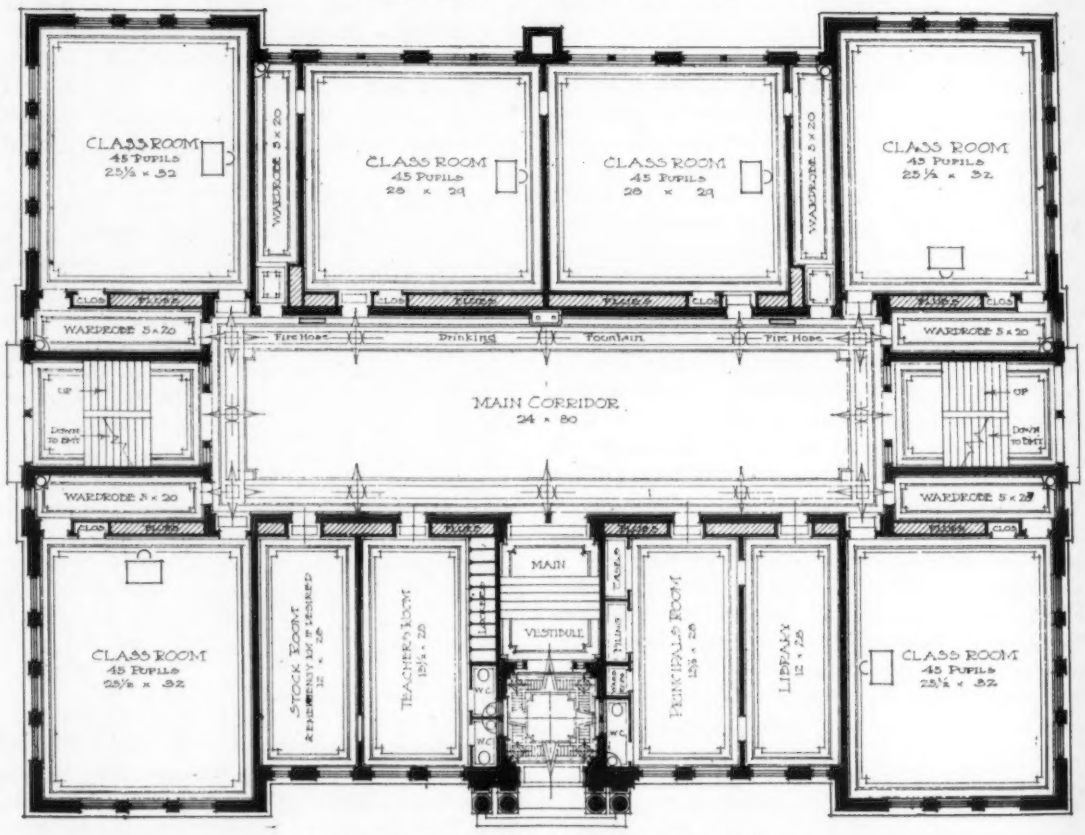
In a recent report to the board of education of Watertown, N. Y., Supt. Frank Tisdale recommends a method of procedure for erecting new buildings based upon former experience. He writes:

"The usual method of procedure in constructing schools has been to ask for the required appropriations and, after the appropriations are granted, secure plans and specifications for the building. This method always leads to complications, as bids almost invariably exceed the appropriations. The question of what should be done can be just as well determined at one time as another. A scheme should be worked out, plans should be secured and approved, prior to the asking for the appropriation. Then the board of education would know how much the building is to cost, and the required amounts could then be asked from the tax payers.

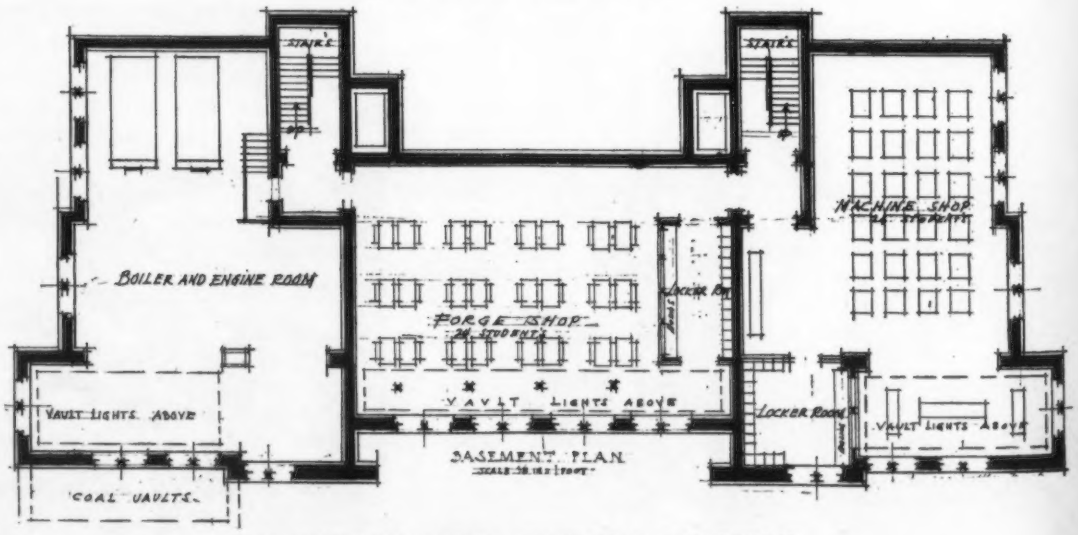
"Our best results in school house construction have been secured where the architect was selected by the board of education and then the plans worked out by the school officers with the architect. I would recommend that on all school houses constructed hereafter that the heating and ventilating be laid out by a competent engineer working with the architect;



BASEMENT PLAN, SCHOOL No. 3, ELIZABETH.



FIRST FLOOR PLAN, SCHOOL No. 3, ELIZABETH.



BASEMENT PLAN FOR A TECHNICAL HIGH SCHOOL.
Squires & Wynkoop, Architects.

(See Remaining Plans in April Issue, Pages 22 and 23.)

the architect to be paid the usual per cent for the making of plans and the engineer the usual per cent for the preparation of the heating plans. The net cost to the board of education would be the same, and a more efficient heating and ventilating system would be secured. In this northern climate experience has shown that a building should have sufficient direct radiation to heat the school building and just enough indirect radiation to properly ventilate the building. While the amount of radiation should be sufficient, for the sake of economy, it should not be excessive. The employment of an engineer makes certain the securing of a heating plant which will be satisfactory both from the standpoint of economy of installation, and economy in use, as well as insuring efficiency in heating."

The Columbus, Ohio, school board has definitely established a policy to erect only fireproof school buildings in the future. Thus, plans prepared by School Architect David Riebel for a proposed grade building, to be known as the Heyl Avenue school, have been entirely redrawn to provide for steel and concrete construction. The board believes that the school will be absolutely safe from fire and beyond any necessity for fire escapes.

Chicago, Ill. The school yards will, hereafter, be covered with cinders rather than paved with brick, according to a policy adopted by the building committee of the board of education. The hard brick pavements have been found unsuited for many games played by boys, although they drain readily after wet weather and are clean and easily kept in order.

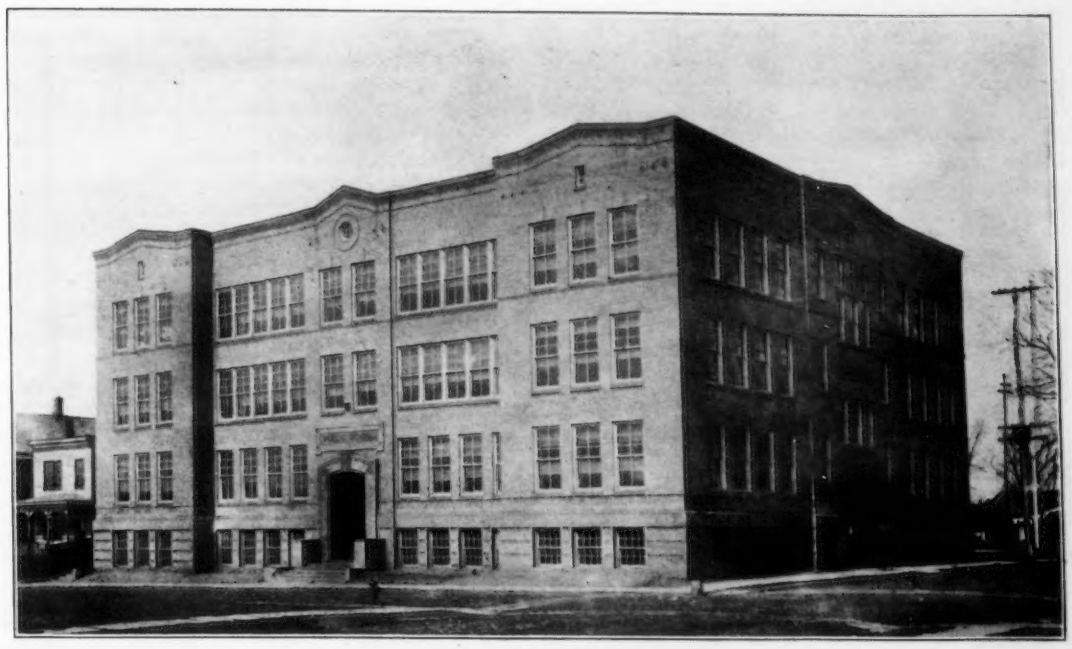
The first results of the investigations of the Boston finance commission, which is investigating the fiscal policies of the Hub City, is a recommendation to the state legislature asking that the school board be not authorized to borrow additional moneys for building purposes. In its communication, the commission goes into the history of loans for school purposes during the last fifteen years, with a view to demonstrating that the practice of borrowing for school accommodations has largely increased the municipal debt and interest charges, and that, as a practice, it cannot be too soon abandoned for economic reasons.

The commission holds that for three years $500,000 annually instead of $1,000,000 would be sufficient indebtedness to incur for new elementary schools, the remainder to be met by taxes.

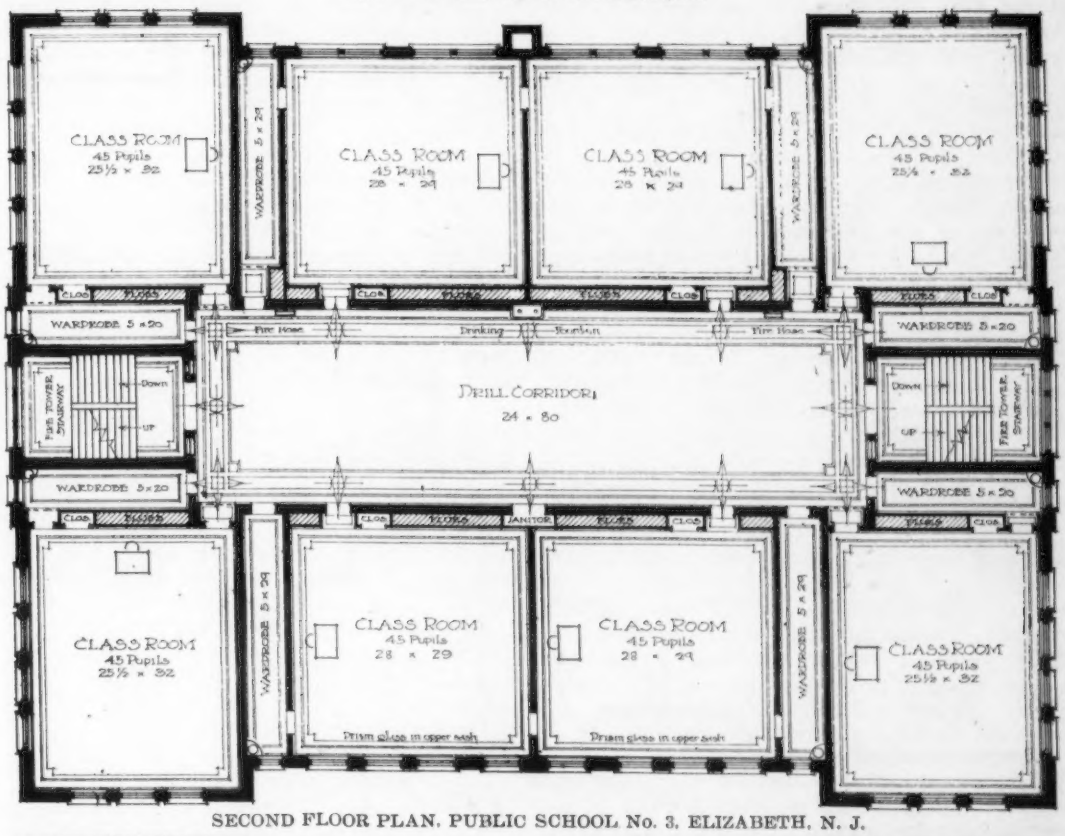
The Pittsburg board of education has been halted again in its attempt to erect a central high school building. Injunction proceedings have been instituted by an architect firm in the original competition on the ground that proper consideration was not given to any of the original plans and that the contract between the board and the architects had been violated.

At the special spring election held late in March the city of Joplin, Mo., voted $75.000 worth of bonds for additions and improvements in the various grade school buildings of the city. A similar expenditure of $65,000 was made two years ago. In January next the school board will probably ask for $250,000 for a new high school building. The present school house is in good condition, but is too small for the rapidly growing attendance, which now reaches near the 700 mark. The old building will undoubtedly be used as a central grade school, where several special features of modern education will be tried out.

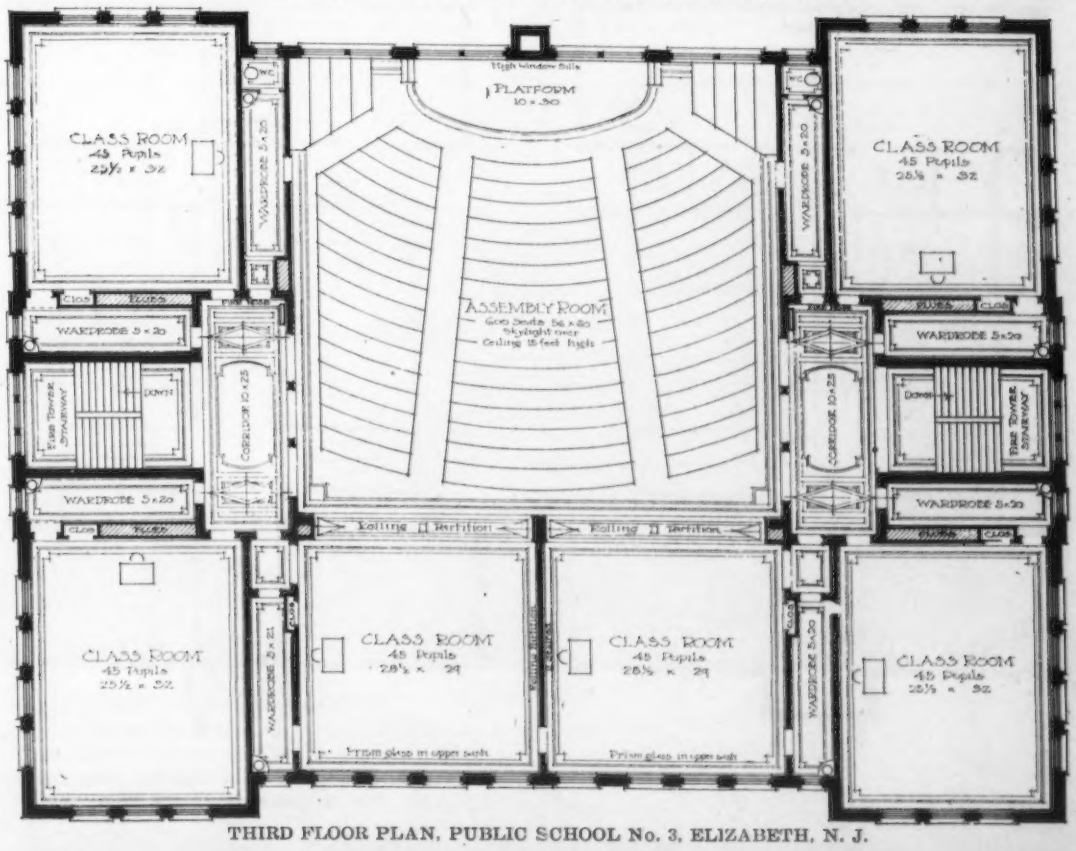
The Boston school committee has taken preliminary steps toward securing permanent offices. Land has been purchased for a centrally located high school of commerce and it is proposed to set apart rooms in this building for the executive school officers and for the schoolhouse commission.



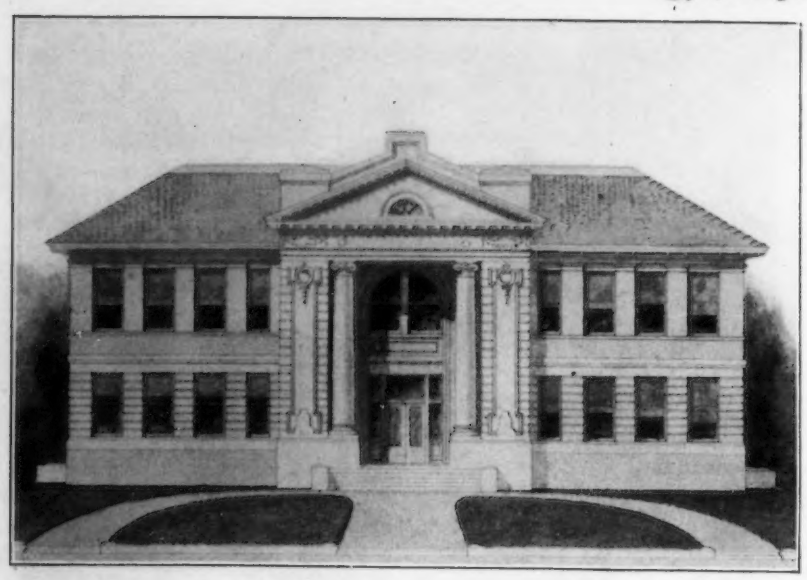
PUBLIC SCHOOL No. 3, ELIZABETH, N. J.
Clyde S. Adams, Architect, Philadelphia.



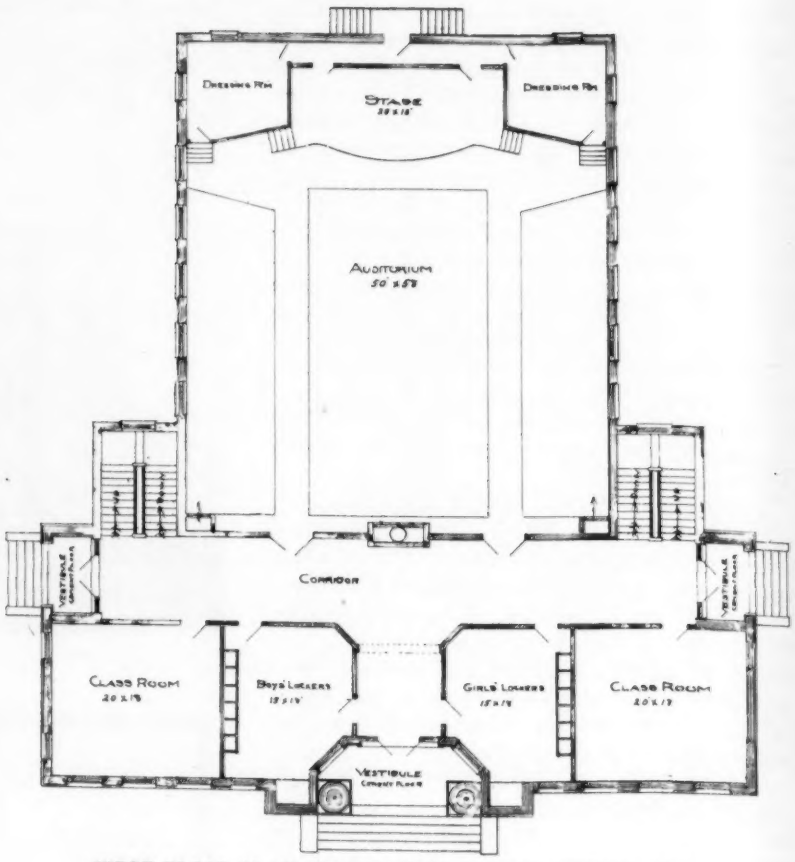
SECOND FLOOR PLAN, PUBLIC SCHOOL No. 3, ELIZABETH, N. J.



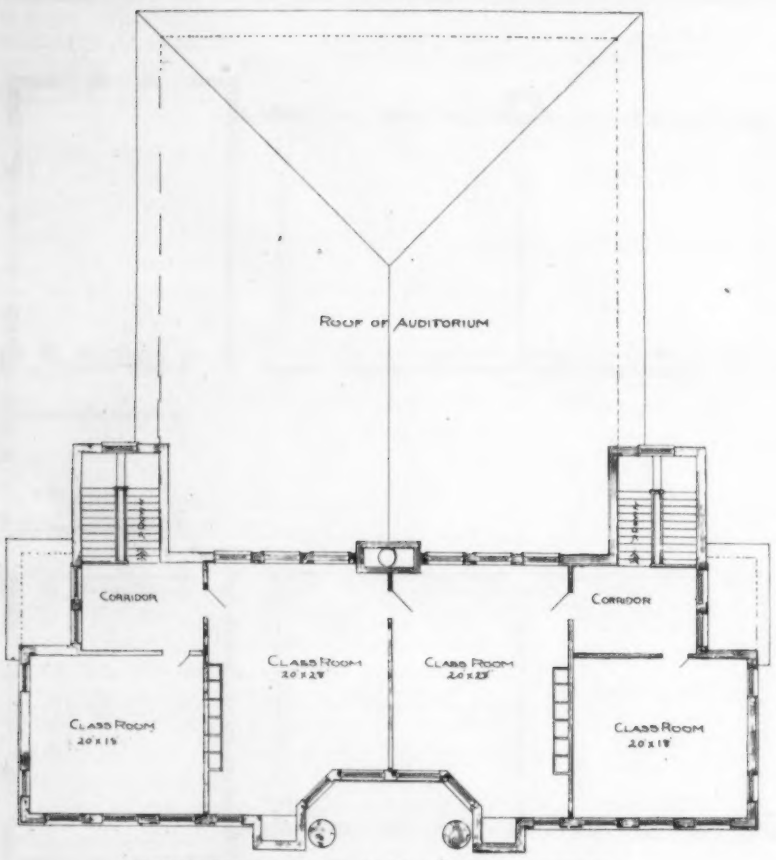
THIRD FLOOR PLAN, PUBLIC SCHOOL No. 3, ELIZABETH, N. J.



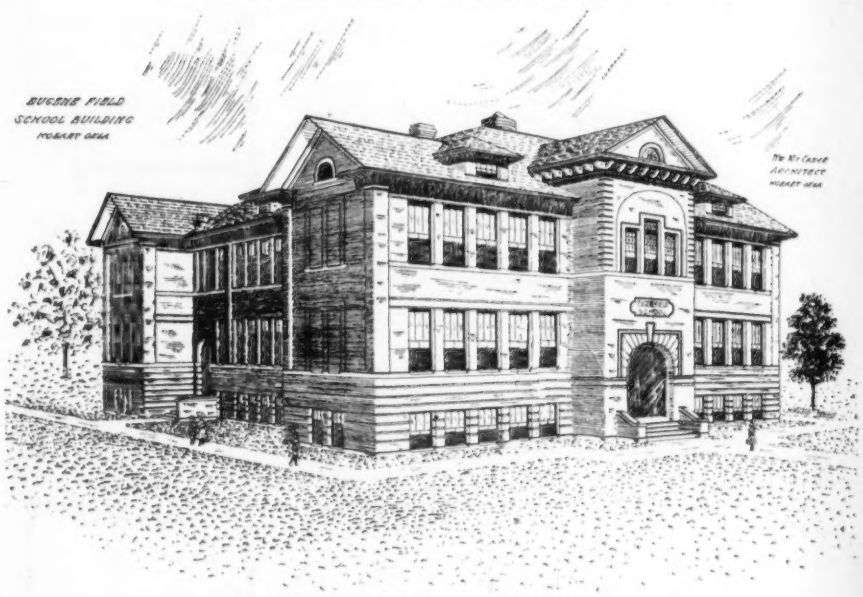
NEW PUBLIC SCHOOL, HEFLIN, ALA.
Mr. Charles W. Carlton, Architect, Anniston, Ala.



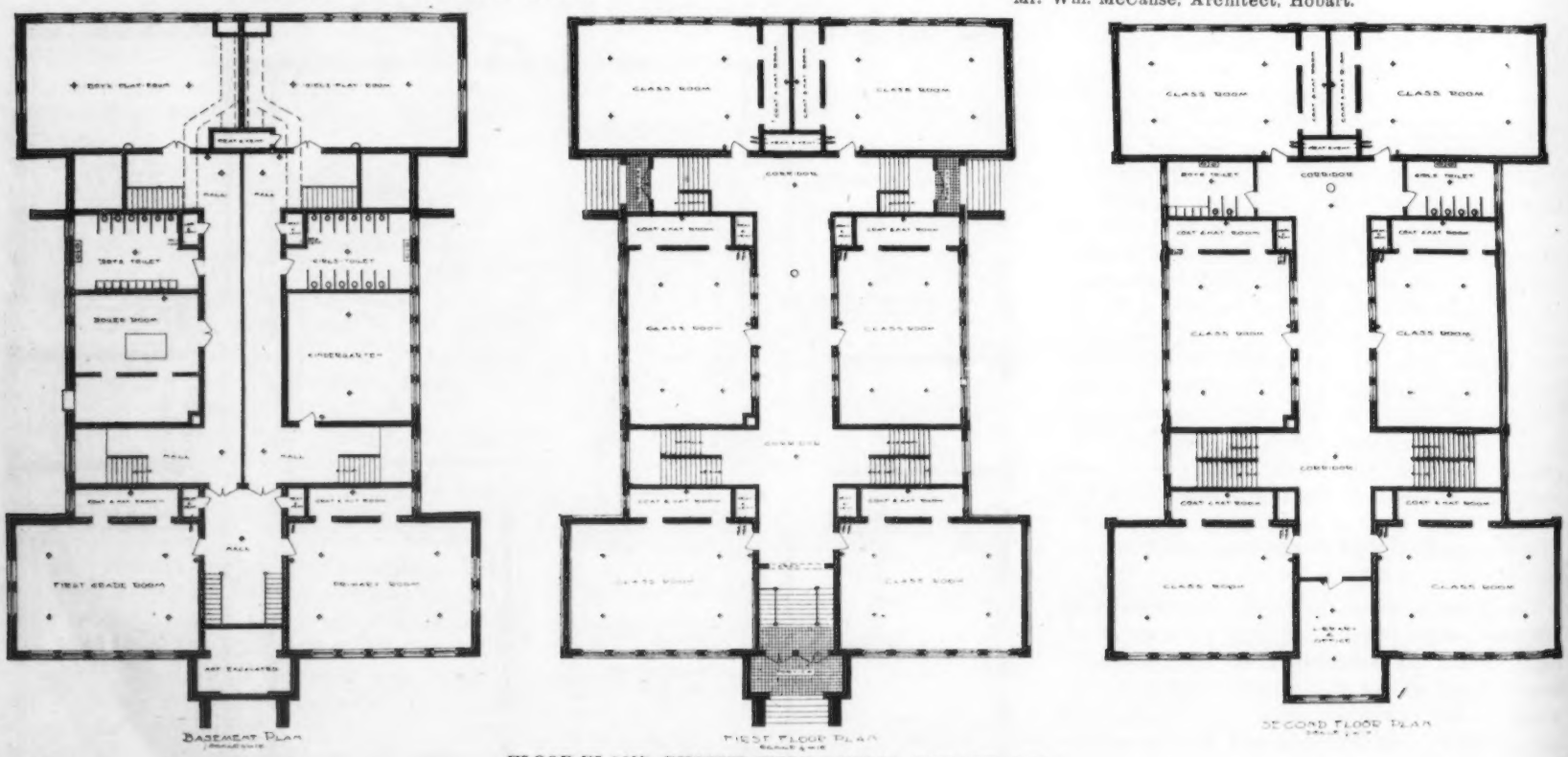
FIRST FLOOR PLAN, NEW PUBLIC SCHOOL, HEFLIN, ALA.



SECOND FLOOR PLAN, HEFLIN PUBLIC SCHOOL.



EUGENE FIELD SCHOOL, HOBART, OKLA.
Mr. Wm. McCanse, Architect, Hobart.



FLOOR PLANS, EUGENE FIELD SCHOOL, HOBART, OKLA.
Mr. Wm. McCanse, Architect, Hobart.

SECURING SANITARY SCHOOLHOUSES.

The improvement of sanitary conditions in village and rural schools has been one of the vexatious and difficult problems which has in recent years presented itself to school and health authorities. In certain sections of the country the expedient of withholding all state funds from offending districts has been adopted, but the measure is frequently negative in its effects in that school boards make only such repairs as are necessary to come within the minimum requirements fixed by law. In other states the boards of health and the state boards of education have adopted rules under which insanitary school buildings are condemned and the local authorities are compelled to discontinue their use entirely and rebuild them or erect new structures. For the fearless application of such measures Dr. J. N. Hurty of Indiana deserves special commendation. He has vigorously acted for the improvement of Hoosier schools, and during the past two years has condemned nearly ninety buildings. At a single meeting of the state health board recently he presented sixteen sanitary surveys of schoolhouses, each of which was condemned. At the same meeting he reported sixty petitions on hand requesting similar action, which were being investigated.

Mr. Hurty recently described some of the difficulties of his work, before the convention of the American School Hygiene Association. He said in part: "The health law of Indiana empowers the state board of health to order and execute what is reasonable and necessary to protect the public health. It is required to regulate and prescribe the character and location of plumbing, drainage, water supply, disposal of sewage, lighting, heating and ventilation and all sanitary features of all public buildings and institutions in the state. It passes rules governing the duties of all local health boards and health officers concerning the collection of vital statistics, specific features of quarantine, and the enforcement of state health and registration laws.

"The statutes make it unlawful to institute or permit conditions which may transmit, generate or promote disease, and it is the duty of health officers, upon hearing of the presence of such unlawful conditions, to order their abatement. Any person, corporation or firm who refuses or neglects to obey an order may be prosecuted by the health commissioners in the courts. The state supreme court has twice decided that the state board of health may pass rules and that the legislature has the right to give the state board police power. Under this authority, and in obedience to the law, the state board two years ago regularly passed rules governing the sanitation of all schoolhouses and the sanitary features of school buildings which may be constructed in the future. These rules have been duly promulgated and it is the duty of the executive officer to enforce them.

"As the powers of condemnation of conditions which may promote or transmit disease are clearly implied in the law, and as such powers are necessary to enforce the law, the state board of health adopted a method and form of condemnation. Believing it is almost useless to try to uplift a community unless it has in it a goodly number of people who wish upliftment, it was resolved not to act unless petitioned. Accordingly the announcement was made public and a flood of petitions flowed in. In two years eighty-seven schoolhouses have been condemned and new ones erected, or else the old ones remodeled to conform to the rules. As there are 9,364 schoolhouses in this state, and as fully 75 per cent are insanitary, it is plain under the present system it would take a long time to bring about the conditions so much desired on account of economy and health.

"The first and most important fact discovered in the work was that the majority of school districts are practically bankrupt. In one township it was found that the school board is still paying interest on a debt incurred thirty years ago to build the present miserable structure which is used for school purposes, and, under the constitutional limitations against taxation and debt, this community cannot construct an adequate school building. By combining the town and township resources it has been found possible to erect a building adequate for the present, but not meeting near future needs. A new trouble was found as an obstruction: that queer thing called business. The present site is unfit in every way, yet certain business men in order to enjoy the children's penny trade, oppose removal. Then again, people living in the farther section of the town on the south oppose erecting a building on a splendid site to the north because it would make it too far for the children to go. What must be said when people injure themselves in this way? Such conditions make one think of Mark Twain's statement that 'Nature made us all right, but we make fools of ourselves.'

"Large numbers of teachers are timid. They know that illegal conditions exist, but they choose a course of action that they say is discreet. But then again there are teachers of red blood, with good, stiff spines, who are not afraid of their jobs. They speak out and act, and the parents of their pupils soon know that economic and healthful conditions are not surrounding their children. New sanitary schoolhouses soon grow where such teachers are found, and the teacher moves up to a higher position. An instance of this kind occurred in a community adjoining Marion county, of which Indianapolis is the seat. The teacher wrote the state board of health as follows: 'This schoolhouse is dilapidated, dirty and in every way insanitary. The floors are broken in places, the walls are cracked, plastering falling off, desks are old and broken and the outhouses are abominable. The water supply is from a mudhole, euphemistically called a spring. Said spring, excuse me, mudhole, is on the opposite side of a small creek from the schoolhouse, is visited by cattle and contains leaves and twigs.'

"The local health officer was directed by the state board to inspect the building and make a report. Seeing the trustee in town that day, the officer told him of the matter and received a flat and positive denial of the teacher's report, with the assurance that an inspection was unnecessary. The officer, nevertheless, inspected and found that the trustee had lied, for the teacher had not told all. The building is now under condemnation and the children of that neighborhood no longer will be treated like hogs.

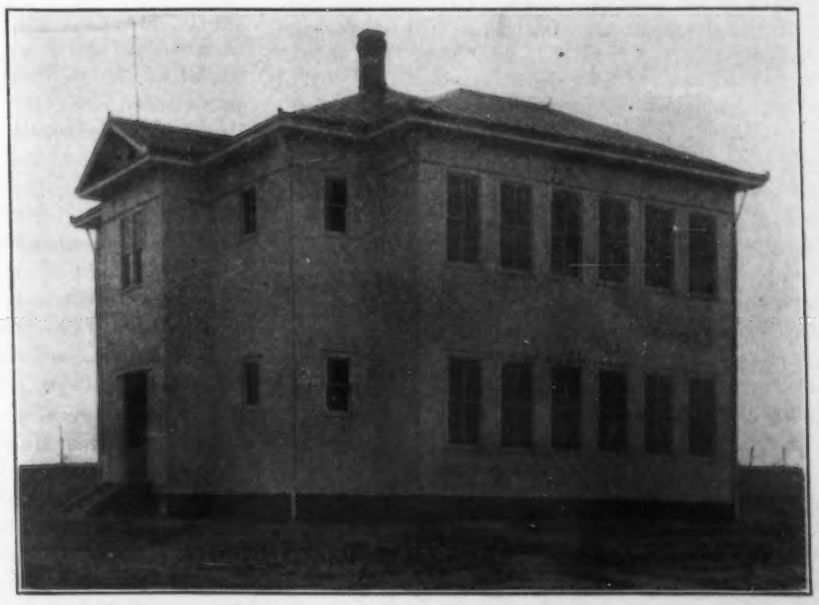
"The following letter from a mother in St. Croix shows a condition which may be doubted to exist, but is found in other localities. The writer says: 'Is there no way to force the school authorities of Perry county to provide the school children with outbuildings? At the schoolhouse here there are no sanitary accommodations. The children are forced to go out into the open ground, girls and boys alike. Our teacher reported the circumstance last year, but still there is nothing done. I have a daughter whom I wish to send to school next year, but I think the said school is an indecent and vulgar place to send her.—Respectfully, Mrs. Anna Egenberger.'

"Of course, the condition alluded to has been remedied, but the letter makes us wonder why we have organized foreign missionary societies. We have plenty of heathen at home and probably all the money we can raise for missionary purposes, and all the workers, too, would have more than they could do in Indiana alone. This is not a single instance. Like indecency is present probably in 80 per cent of the counties of Indiana. The marvel is that this indecency and wrong against childhood are committed in the name of economy."

Dr. Hurty then read letters from various sections of the state in which conditions were found to be abominable. In one case the schoolhouse was turned into a "pesthouse for smallpox." In another "the foundation was torn away in places, water stood around the building, window lights were broken, the floor had not been scrubbed in two years and only swept a few times in that period. No ventilation was provided except through cracks and the broken windows, because the windows were fastened down." In another school the building was so poor that the children had their feet frostbitten in the rooms. A physician declared that the building is continually a source of disease.

"Letters of this character," continued Dr. Hurty, "are received by the score, and we can give personal attention to only a fraction of the complaints. As a pleasing contrast to many of

(Concluded on page 28)



BEFORE AND AFTER.

School in District No. 1, Pataka Township, Pike County, Indiana, as it appeared when Dr. Hurty condemned it and as it now stands.

Among Bookmen

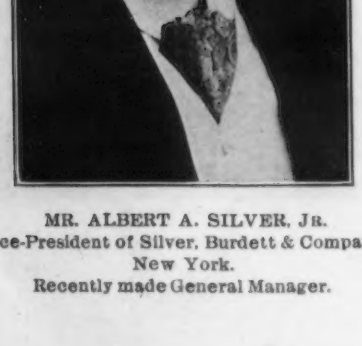
SILVER, BURDETT & CO.

The directors of Silver, Burdett & Company, at their recent annual meeting, showed great constructive wisdom in the plans made for the carrying on and the developing of the business which had ever since its beginnings been directed by the late Edgar O. Silver as president and general manager. The entire responsibility that Mr. Silver carried could hardly be assumed by any one man; and the directors felt reluctant to place anyone else at this time in the position that had been so ably filled by Mr. Silver during the entire history of the business.

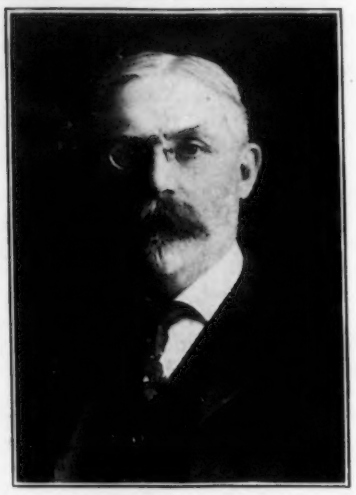
They consequently decided to draw tighter the bonds of sympathy and co-operation that had united them and to plan for a partition of the work that Mr. Silver had carried on. Arthur Lord, Esq., of Boston, was elected acting president, and Albert A. Silver, Jr., of New York, vice-president and general manager; the offices of vice-president, secretary and treasurer being filled by the re-election of Messrs. Henry C. Deane, Frank W. Burdett and Albert E. Carr. The board of directors remains the same as in previous years with the addition of Mr. Edward O. Stanley, vice-president of the Title Guarantee and Trust Company, who as a close friend of Mr. Edgar O. Silver, returns to the directorate from which he had retired because of increasing business cares.

Mr. Lord, the new acting president, has for many years been closely associated with the policies and the success of the house first as its counsel and later as a member of its board of directors. He has had large experience in the handling of many important business affairs, and has been for many years closely in touch with the policies and methods of the firm. He has the cordial support and co-operation of everyone associated in the business and will be heartily welcomed to the fraternity of educational publishers.

Mr. Albert A. Silver, Jr., who is responsible for the general management of the business, has been intimately associated with the executive offices of the company and enjoyed the full confidence of his late brother, Mr. Edgar O. Silver. He is well equipped through experience, insight and appreciation of the values in educational progress to continue the successful work of the past and to take an important part in the development of a broad future for the business.



MR. ALBERT A. SILVER, JR.
Vice-President of Silver, Burdett & Company.
New York.
Recently made General Manager.



ARTHUR LORD, ESQ.,
Boston, Mass.
Acting President of Silver, Burdett & Company.
New York.

Silver, Burdett & Company are to be congratulated that they were not obliged to turn outside their own ranks for new leadership, but were able to find within their own organization men who are well qualified to carry forward the aims and ideals that have characterized their work.

AMONG BOOKMEN.

Mr. J. S. Hudson represents the B. F. Johnson Publishing Company in the state of Mississippi. He resides in Oxford and takes occasional trips to Arkansas, Louisiana and Tennessee.

Bookmen in the southern states are giving their attention at present to the state of Mississippi, where a uniform adoption for a four years' period will be made in June. Local men who are in the field looking after the interests of their houses include: Mr. J. S. Hudson for B. F. Johnson & Co., A. C. Fidler for W. H. Wheeler & Co., E. H. McMichael for Chas. E. Merrill Co., S. B. Robinson for Ginn & Co., F. H. Pelly for Rand, McNally & Co., E. B. Smith and E. M. Pace for Benj. H. Sanborn & Co. It is expected that Captain Blackwood K. Benson will shortly return to the state for D. C. Heath & Company.

One of the veteran bookmen in the south is Mr. Henry W. Fair. He has represented the American Book Company fourteen years in the state of South Carolina, and has covered at one time or another every commonwealth south of Mason & Dixon's line. Mr. Fair is but thirty-six years of age. He resides in Columbia. In speaking of school conditions in the south, recently, Mr. Fair paid a tribute to the splendid progressive spirit which is manifesting itself in all of the southern states. He said: "The pronounced change that is taking place throughout the states of the south in school affairs is the practical one of school buildings, school sanitation, school health; and to that end the architecture of school buildings is being developed along lines particularly related to our southern climate and conditions. This, therefore, is distinctly the era of school architectural improvement in the south, and most beautiful buildings are being erected in almost every town."

Wm. C. Warfield, for four years southern manager for the Macmillan Company, has accepted the southern managership for the World Book Co., Yonkers, N. Y. Mr. Warfield is one of the best known school book men in the south. His headquarters will be Atlanta, Ga., with offices at 52 Inman Bldg.

Mr. E. B. Wickersham is the new agent for Scott, Foresman & Company, in Iowa and Nebraska.

Miss L. R. Chapman is a new representative for Scott, Foresman & Company.

Mr. J. H. Holtzinger, connected with Christopher Sower Co. for over forty years, died at Harrisburg last month. He was one of the oldest bookmen in the state and was a well known figure at educational meetings.

Supt. W. A. Smith of Poughkeepsie, N. Y., has resigned to enter book work. He will shortly take an important position with the C. M. Clark Publishing Company of Boston.

H. D. Cornwall, for some years with D. C. Heath & Co. in Minnesota, has charge of eastern Michigan for Ginn & Co., with headquarters at Hotel Plaza, Detroit.

Mr. W. H. Losch continues to represent D. C. Heath & Co. in the state of West Virginia. He recently added the state of Kentucky to his field.

Scott, Foresman & Co. have selected Mr. E. B. Wickersham to represent them in Iowa. He succeeds O. G. Sherman.

According to Orders.

In the olden days a bookman died in Cincinnati very suddenly. Some of his relatives in New England telegraphed that a wreath be ordered with the inscription, "Rest in Peace," and if there is room, "We Shall Meet in Heaven."

A fellow bookman ordered the wreath and left the telegram with the florist as a memorandum for the inscription. Next day when the flowers came he was amazed to read: "Rest in Peace and if There Is Room We Shall Meet in Heaven."

A SLIP OF THE TONGUE.

A bookman, who is too modest to permit us to use his name, tells a story of an embarrassing, but humorous situation, into which a man unaccustomed to public speaking entangled himself. The occasion was the dedication of a new schoolhouse in a rural community in Iowa, at which the local school authorities and other factors connected with the construction of the building were asked to speak.

The village carpenter who had "done the job" was the last person called upon, and he arose red in the face and very much confused.

"Ladies and gentlemen," he began in a trembling voice, "I am a good deal better fitted for the scaffold than for making a speech."

Then the meaning of his words flashed through his mind and he sat down amid a roar of laughter.

Found What He Expected.

Mr. J. F. McNamara, the genial representative of Scott, Foresman & Co., was recently in Milwaukee attending the meetings of the Wisconsin Teachers' Association. And this is the story he told a few bookmen and educational supply men who were lounging in the corridor, after the meeting:

"In one of the battles of the Spanish-American war a soldier friend of mine was struck in the side by a splinter from a shell and was taken to the rear by the Red Cross corps. After he had been in the hospital a few weeks he was released and sent to a convalescent camp in Florida.

"He noticed at the time that a steel pen which he had in his vest pocket near where he was hit had disappeared and none of the hospital attendants could locate it. After the war he settled down and got married very happily.

"One morning, while at breakfast, he felt a pricking sensation in the middle of his back. A thought struck him, and throwing off his coat and vest he found just what he expected—"

"You don't mean to say that he found that steel pen," broke in Lynn Stiles.

"No," said McNamara, grinning, "his wife had been mending his vest and left the needle sticking in it."

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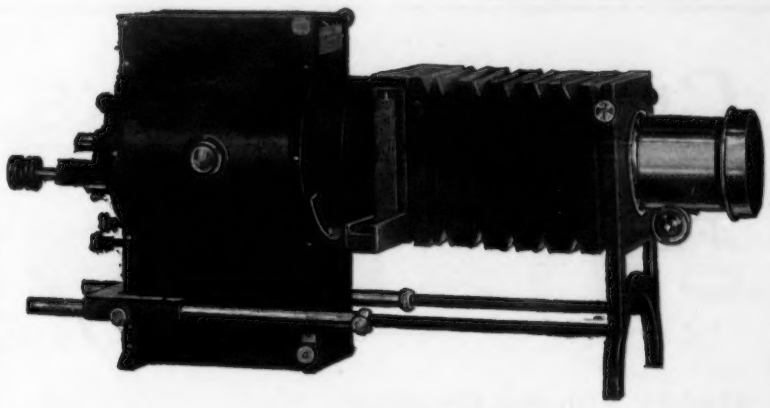

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For State Board.

The creation of a state board of education for Minnesota has recently been taken up by the association of city and county superintendents. A committee appointed to study the problem of simplifying the administrative machinery of the state education department recently recommended the creation of a board to displace the state high school board, the public school library commission, and the state board of examiners. The committee in brief proposes:

That a state board of education be established, to consist of seven members; the president of the state university, the president of the state normal board, and five members to be appointed by the governor.

The term of the appointive members of this board shall be five years, and one member shall retire each year.

The compensation of members of this board shall be $10 a day for time spent in service of the state, and actual expenses. The total expense of this board shall not exceed $1,500 a year.

The functions of the board shall be:

To have general supervision and inspection of the public schools of the state, including the rural schools, graded schools, and high schools; and supervision of the relations existing among the various branches of the state's educational system.

To provide suggestive courses of study for all public schools.

To prepare all questions for teachers' examinations, to grade all examination papers, and to prescribe all rules and regulations for the certification of teachers.

To prepare and distribute plans for the construction of school buildings.

To prescribe rules for the sanitary inspection of school buildings, and for the examination of pupils in order to detect contagious or infectious diseases and physical defects.

To propose plans for organizing teachers' institutes and training schools.

To make rules for the distribution of all aid to the public schools.

To provide for uniformity of school accounting.

To appoint inspectors of high schools and grade schools.

To appoint a superintendent of public instruction, who shall act as executive agent of the state board of education. His term of office shall be three years. He shall have power to appoint four assistants, subject to the approval of the board of education.

The compensation of the superintendent of public instruction, inspectors and assistants shall be sufficient to command men of ability, and commensurate with the dignity and character of the service such a department should render to the state.

The Parent, the Child and the School.

It is a well-recognized fact that no child can do the best work of which he is capable in the schools unless his body is in proper condition. Here is a duty which must fall largely upon the parent. The child is under the charge of the teacher at most but 30 hours per week, and for the other 134 hours the parent has the direction of him. A parent may send his child to school in the morning and at noon and may think that his duty is done and that the rest of the responsibility is upon the shoulders of the teachers and school authorities. This parent forgets that what a child can do in school depends in very large measure upon what he does outside of school hours.

What does a child require in order to attend school and be able to do his best work?

First, a sufficient supply of well-cooked and nourishing food, served at regular hours.

Second, comfortable and seasonable clothing.

Third, an abundance of time for sleep and rest. Every child who attends school needs at least nine hours of unbroken sleep, and in the case of lower grade pupils ten or ten and one-half hours should be the minimum.

Fourth, freedom from undue excitement and consequent nerve-exhaustion. A criticism passed upon our schools is that they render the children nervous and irritable because of overwork. It is safe to say that in a large majority of cases the nervousness of the child is due to the exciting moving-picture shows and plays which he is allowed to attend.

Fifth, careful supervision of the home-study which all pupils in sixth grade and above, including the high school, are required to do. Every child in these grades should be required to keep regular study hours outside of school.

Sixth, knowledge of the child's whereabouts at all times. Many a child of school age lays the foundation for failure in school and for failure in later life because his parents are too much engrossed in business and work to know whether he attends school regularly or not and where he spends his evenings.

Seventh, interest on the part of the parent in his school work and co-operation with the teacher. It would be surprising, I believe, to know how few parents could tell even the grade in which their children are placed and how few have ever been inside the school building during the year, or know the children's teachers even by sight. Some parents do indeed come

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to the school building to complain and it would be far more encouraging and helpful to the teachers if more would come to commend. So much more common is the blame than the commendation that teachers are apt to think that every parent who comes to the school building comes to complain, and almost to feel that the parents are their natural enemies. Again, many parents, not visiting the school, not understanding the teacher's reasons for certain requirements, and hearing of events at school only through the stories of the children, often unintentionally distorted, often allow themselves to criticise the teacher in the presence of the child. No teacher can do her best work under these conditions. Consequently the school board, city officials, parents and citizens should make an effort to become acquainted with the schools and the teachers.

Kindly and just criticism is always welcomed, but all who have criticisms or complaints to make should present them to the proper persons, to the teachers first; if not corrected or explained to satisfaction, to the superintendent; and as a last resort to the school board.—Supt. C. N. Perkins, Brewer, Me.

SOME PHASES OF ADMINISTRATION.

(Concluded from page 9)

tunate. But it is quite possible that the man is not so fortunate. His motives are too frequently misunderstood and he is subjected to much unjust criticism. In some instances he will become discouraged and merely fill out his time on the board, giving little of his constructive genius to the work and accomplishing only a fraction of what he is capable of doing.

If a man is constructive he will want to see the system develop and become what it might be, a common educator for all the youth of the community, but often one thing or another is placed in his way and he finds that he cannot do what he would like to see done, and he either runs amuck, as it is sometimes called, smashing where he should build up, or he goes to the other extreme and refuses to do anything. I have in mind now a young man who was elected to a school board because of his eminent fitness for the work, and his first few months were fraught with beneficial results, but at the beginning of the second year of his term he was deprived of every committee place of importance and given the appointment at the tail end of the finance committee, whose only function is to meet once a month and audit bills. That was the encouragement he received for his efforts to benefit the system. Fortunately for the town and the system he is in position to make his influence for good felt outside the board, more, perhaps, than he would be able to do inside the board room. The system and the town is not suffering because of this injustice, but it is not the fault of the board of which he is a member. They have tried to silence him, without effect. He is still able to make his influence felt, and is doing it every day. But his position as a member of the board is far from being pleasant.

These examples are cited merely to show what a progressive man may expect and how the common school system suffers throughout the country because of the two influences herein described. And at present there seems to be no adequate remedy.

SCHOOL HYGIENE.

Athletics and gymnasium work have recently been made compulsory in the Boston high schools for girls as well as boys, and every student must receive two credits annually to qualify for graduation. Physical education formerly was optional and consisted of military drill for boys and formal gymnastic work for girls. Dr. Thomas L. Harrington, under whose direction the courses have been revised, has added athletic games, rhythmic exercises, folk dances, swimming and song games.

The requirements for girls during the four years' course include:

First year—Two running games, two throwing games, two striking games, skill and practice in one out-door recreation in addition to thirty-yard dash, one jumping event, and skill and practice in one of the following: Balancing, dramatics, rhythmic exercises, folk dances and song games.

Second year—In addition to the regular gymnasium work, games, plays, athletics and dancing, each girl must be able to play four running games, three throwing games, three striking games, must show skill and practice in two outdoor sports in addition to the following: Sixty-yard dash, one jumping event, swimming, and must show skill and practice in two of the following: Balancing, dramatics, rhythmic exercises, folk dances and song dances.

Third year—Each girl must be able to play four running games, four throwing games, three striking games; must show skill and practice in two outdoor recreations in addition to swimming 30 yards and 40 yards without stopping, track and field events, 60-yard dash, one jumping event, and must show skill and practice in two of the following: Balancing, dramatics, rhythmic exercises, folk dances and song games.

Fourth year—Each girl must be able to play four running games, four throwing games, four

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3 *In the treatment of* THE BIOGRAPHICAL ELEMENT
The great leaders of our country stand out as real and interesting personalities, because the author writes their lives into the main body of the text.

4 *In the account given of our* COMMERCIAL, INDUSTRIAL AND SOCIAL DEVELOPMENT
Throughout the book frequent surveys are made of American civilization as it existed at successive stages, and in these surveys the pupil learns how we have passed from the simple life of the seventeenth century to the complex life of to-day.

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At the end of the chapters are carefully framed questions on the text, with review questions that keep constantly in mind the points that have been gone over, and with topics for special reading and special references. In the appendix are comprehensive outlines and analytical reviews.

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striking games; must show skill and practice in four outdoor recreations, in addition to swimming 40 yards in 30 seconds, 60 yards in 50 seconds, diving, carrying burden in water, track and field events, 60-yard dash and one jumping event.

The inaccuracy of basing deductions on backward children by comparing their progress with their chronological age has recently been pointed out by Dr. C. Ward Crampton of the New York public schools. He holds that physiological age should be the determining factor for all records and investigations.

"The child," says Dr. Crampton, "is as essentially different from the adult as the larva is from the imago, yet we have not recognized this fact where it is most important that we should. There are both immature and mature forms present at all ages from ten to seventeen, yet we have, without exception, classified all children on the chronological age basis. It is vastly more important for us to know how far a child has developed and what he is, than to know merely how many years he has lived, although the latter fact will always have a relative significance."

Middletown, Conn. The services of a nurse have been secured for the public schools and a system of medical inspection will be tried out.

Philadelphia, Pa. Permission has been granted by the school board to Dr. W. C. Posey, city health physician, to examine the children in the public high schools for traces of trachoma. A number of cases have been found and fears are entertained that an epidemic may result as happened in New York City.

The school board at Indianapolis has recently resolved to place sanitary drinking fountains in all the public schools. The city sanitarian urged the abolition of the common drinking cups.

New York City. The women principals have sent a communication to the board of education requesting that attention be given to defects in eyesight among pupils. According to statistics prepared by the city board of health more than one-third of all children in the upper grades suffer from abnormal eyes. The women principals, therefore, suggested that a label be pasted in all text and library books bearing directions for the preservation of the eyesight. The form to be used is as follows:

"Your eyes are worth more to you than any book.

"Your safety and your success in life depend on your eyes; therefore take care of them.

"Always hold your head up when you read.

"Hold your books fourteen inches from your face.

"Be sure that the light is clear and good.

"Never read in a bad light.

"Never read with the sun shining directly on the book.

"Never face the light in reading.

"Let the light come from behind or over your left shoulder.

"Avoid books or papers printed indistinctly or in small type.

"Rest your eyes by looking away from the book every few moments.

"Cleanse your eyes every night and morning with pure water."

Public Funds in Tuberculosis Fight.

As an indication of the force of the crusade against tuberculosis, the National Association for the Study and Prevention of Tuberculosis in a bulletin issued recently points to the fact that while 53.5 per cent of the expenditures for tuberculosis in 1909 were made from public resources, appropriations made for 1910 indicate that over 75 per cent of the money to be spent this year will be from federal, state, city and county funds.

In 1909, out of the $8,180,621.50 spent for the prevention and treatment of tuberculosis, $4,362,750.03 was spent from public money, and $3,817,871.47 from funds voluntarily contributed. For the carrying on of state, federal and municipal tuberculosis work in 1910, over $9,000,000 has been appropriated. Of this sum, the state legislatures have granted $4,100,000, the municipal and county bodies $3,975,500, and the federal government $1,000,000.

In the states in which the most preventive anti-tuberculosis work has been done, the percentage of public funds spent is the highest. Of the $1,600,000 spent in New York in 1909, nearly 60 per cent was from state and city funds. In Massachusetts nearly two-thirds was from public money; in Maryland about one-half; and in Pennsylvania three-fourths. In Colorado, on the other hand, less than one per cent was from public money; in California about 15 per cent, and in Arizona none at all.

Twelve years ago, Massachusetts made the first appropriation for a state sanatorium. Since that time, over $10,000,000 has been appropriated by state legislatures for the prevention of tuberculosis and about an equal sum by municipal and county authorities. The federal government has over $1,000,000 invested in tuberculosis hospitals, and spends annually about $500,000 in their maintenance. Every year the percentage of appropriations made from public funds for tuberculosis work has increased.

While private societies have led the way in the tuberculosis campaign, every effort has been made to have states, cities and counties do their share. The bulletin of the National Association states that the final success of the anti-tuberculosis crusade depends on every city and state providing funds to treat and prevent consumption.

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TEXT BOOK NEWS.

Allen's Civics and Health has been adopted by the teachers' reading circles of fourteen states:

Iowa, Arkansas, Wyoming, Maryland, South Carolina, Oklahoma, Kentucky, Illinois, Indiana, New Mexico, North Dakota, South Dakota, Washington and Arizona.

The Arthur J. Barnes Shorthand lessons have been selected for experimental psychology work in the University of Missouri, Columbia, Mo.

Longmans, Green & Co. recently removed their New York office from 95 Fifth avenue to 449 Fourth avenue. The new quarters are in a building recently erected by Dodd, Mead & Co., and are in the center of the new publishing district, which has sprung up between Twenty-seventh and Thirtieth streets and Fourth avenue. Longmans-Green have a beautifully appointed office with large space for storage and shipping.

The Ward System of Reading has recently been introduced in the public schools of Plattsburg, Ohio.

The Economy System of Penmanship has recently secured uniform adoptions in every county of Iowa which selected books this year. Several hundred villages and towns have selected the system during the present school year.

Minnesota. The state teachers' reading circle board has selected the following books for the school year 1910-11: Warren's Elementary Agriculture (Macmillan); The Recitation; the Teaching of Citizenship.

Barnes' Practical Graham shorthand has recently been adopted by the Indiana, Pa., State Normal Business School. A. J. Barnes Publishing Company, St. Louis, Mo.

The Nebraska teachers' reading circle has recently adopted Allen's Civics and Health (Ginn & Co.); Barrett's Practical Pedagogy (D. C. Heath & Co.); Smith's Evolution of Dodd (Rand, McNally & Co.).

Long's English Literature has been adopted at the Ypsilanti and Kalamazoo (Michigan) normal schools. These two schools, together with the Mount Pleasant and Marquette normal schools, are using the Gulick Series of Hygiene in the training classes.

Grand Rapids, Mich. The Aldine readers have been adopted as the basic series in the public schools.

Defiance, O. Andrew's botany (Am. Book Co.) has been adopted to replace Wood's text.

Chicago, Ill. The school board has placed the following books on the supplementary reading list: Lights to Literature readers (Rand-McNally); Explorers and Founders of America (Am.); Eggleston's First Book in American History (Am.); Tappan's American Hero Stories (Houghton-Mifflin); Modern Music Primer (Silver); Eleanor Smith Music Course (American); New Educational Music Course (Ginn); Silver Song Series (Silver).

Chicago, Ill. The school board has placed a contract for the 1910 edition of Webster's New International Dictionary.

Fitchburg, Mass. The school board has recently adopted Montgomery's histories and Wentworth-Smith's arithmetic.

"The Applied Arts Drawing Books" were adopted for New York city on January 1st, and Atkinson, Mentzer & Grover, the publishers, report that the New York supervisors are ordering in very large quantities.

A severe fight is being waged in Buchanan county, Iowa, against the adoption of county uniformity in text books. Agents of a large book company, which holds contracts in the rural schools, are leading the fight, while the press is supporting the measure.

The two most recent books published in the Riverside Literature Series maintain the high standard which has been set for this collection of literature. One of these, Mrs. Gaskell's "Cranford," has been edited by Mr. H. E. Coblentz, recently made principal of the South Division High School of Milwaukee. The illustrations are from photographs of typical scenes in Knutsford—the original of Cranford—and make an interesting feature of this edition. The editor recently visited Knutsford and made a careful study of the setting of the story.

The other volume is especially well suited for the non-college group of pupils. This contains selections from Irving's "Bracebridge Hall," which the editor, Mr. Samuel Thurber, Jr., recently made head of the department of English in the new technical high school in Newton, Mass., has found of special interest in his English teaching. He has found that Irving's prose has a good reaction in the composition work of his pupils.

Dunkirk, Ind. Barnes' Brief Course in Pitman Shorthand has been adopted for use in the high school.

Ruskin's "Crown of Wild Olive" and "The Queen of the Air" have been issued recently as one volume in the Macmillan Pocket Classics. Prof. Wightman F. Melton of Emory College, Georgia, is the editor. The introduction consists of a conventional biography, a bibliography and material for composition. The most helpful feature is an analysis and synopsis of one of the lectures, with directions for similarly analyzing the remaining essays.

"Quentin Durward" is the latest addition to the Lake English Classics, published by Scott, Foresman & Co., Chicago. The editorial notes and introduction are from the pen of Prof. William E. Simonds of Knox College.

Worcester, Mass. The school committee has adopted for supplementary use in the high schools McIsaac's Elements of Hygiene (Macmillan); Powell's Physiographic Process (Am. Book Co.); Boynton's School Civics (Ginn); Adams & Trent's History of the United States (Allyn). For the elementary schools were selected: O'Flynn's Story of Worcester (Little-Brown); and Gray's Number by Development (Lippincott). As regular text books, the following have been adopted: D'Ooge's Latin composition (Ginn); Baker-Inglis' Latin Composition (Macmillan); Barse's Writing Latin (Heath); Allen & Phillip's Latin Composition (Allyn).

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The title of this series of readers is full of significance. From the very first the progress of the child in reading is assured, because of the interest awakened at the beginning. The mention of such things as fairies, giants, robbers, dwarfs, etc., always interests them. This work is not the result of theory, but of actual experience and practice in the classroom, a quality so necessary in modern days. From the hundreds of folk stories and legends told to children some have been selected which appear to be the best for kindling the child's imagination, training the memory and increasing the extent of the vocabulary.

Each selection is original and pleasing in style. It begins with some idea in mind, throwing the spell of mystery and charm around the subject, and finally leading by exciting stages to the end. There are some pieces of poetry, some familiar and some new and all easily read and understood. The pictures are line drawings, producing less strain on the eyes than half-tones might for a child. One good feature is the collection of animal pictures. Children like these and few reared in the city have the pleasure of seeing many animals. Some of the beasts and birds illustrated are tame, some wild and others imaginary. A study of their peculiarities by the children will be instructive.

In following out the prescribed course three results are obtained. The child's natural love for rhythm is accomplished by a recurrence of the same phrase form at the end of each paragraph. By the use of supplementary stories developed from the basal a thorough review of the work is effected without monotony. In the third place, the expression is cultivated. Every child when learning to read will have a tendency to let the voice fall at the end of a line. The sentences here have been so cleverly constructed that a natural pause comes at the end of the line. This is a great advantage over most books.

The success of this work is based on the reading power gained by the pupil without detracting from the pleasure obtained from the subject, thus shortening the time consumed and fixing more thoroughly the words and phrases learned.

American Government.

For use in secondary schools. By Roscoe Lewis Ashley. 356 pages. Price, $1, net. The Macmillan Company, New York, Chicago.

From a more than cursory examination of this work on civics, no hesitation need be shown in declaring it excellent. The public appreciation of the volume is shown by the demand for a new edition which has been revised and rewritten. Prof. Ashley is to be congratulated on the success of his labors. There is so much that is valuable in this book that, did not the exigencies of space prevent, we would quote largely from it. It is the best work on American civics that we have seen, and we can not too highly recommend it to teachers in the high schools and colleges.

Fungous Diseases of Plants.

By Benjamin M. Duggar. 508 pages. Price, $2. Ginn & Co., Boston, New York, Chicago.

Benjamin Minge Duggar, professor of plant physiology in Cornell University, has brought out a learned and useful work on the fungous diseases of plants. Each disease is discussed with reference to its occurrence, the nature of the lesions or processes induced, the structure, life history and cultural relations of the casual fungus, and the practical methods for prevention or control. The method of treatment followed throughout this learned and scientific work is intended to facilitate and stimulate the work of the agricultural students and to be of interest to the general reader interested in plant production or country life. A comprehensive study of fungous diseases and their prevention would add millions to the nation's wealth. Although much of the text is technical and difficult for a beginner, yet, owing to the importance of the matter treated and the thorough way in which it is handled, this is unavoidable. The scientific illustrations are of great value.

Bunyan's Grace Abounding.

Edited by Edward C. Baldwin. 16mo. 148 pages. Price, 35 cents. Ginn & Co., Boston, New York, Chicago.

In this little volume, as nowhere else, the heart of Puritanism is clearly revealed, and it gives a good insight into the literature of England of the seventeenth century. "Grace Abounding" has not hitherto been accessible in a form suited to the needs of students. It is preceded by an essay on Bunyan's style, and is followed by aid for the study of the text.

The Aeneid of Virgil.

Translated into English verse. By Theodore C. Williams. 503 pages. Price, 75 cents. Houghton-Mifflin Company, Boston.

It is difficult to say anything new of the various editions of the Aeneid that appear from time to time. Virgil in this edition has an able translator in Theodore C. Williams, and the publishers have put out a remarkably cheap and well printed book for the price. The type is large and clear and the value of the work is enhanced by the addition of a series of questions and answers for each of the books of the poem, and by a dictionary of the proper names.

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Manual of Elementary French.

By Isidore H. B. Spiers. Cloth, 12mo, 58 pages, 50 cents. Ginn & Co., Boston.

This little book is not a complete grammar of French, but a manual of grammatical facts which the student is apt to misunderstand or easily forget. In the mastery of any language these accidents and irregularities in form and syntax are absolutely indispensable, and a book like the present is most valuable.

The arrangement is clear and simple, and rules given are terse and complete.

Questions in School Hygiene.

By Guy Montrose Whipple. 88 pages. C. W. Bardeen, publisher, Syracuse, N. Y.

This is the fourth of the Cornell Study Bulletins for teachers as edited by Charles DeGarmo. The questions are logically arranged and should prove an excellent guide for reading and discussion. Each paragraph is preceded by carefully marked references, as also suggestions for further reading. The book is good, but might have been improved by more extended references to later American and British publications.

Numbers by Development.

A method of number instruction. Primary. By John C. Gray, A. M., superintendent of schools, Chicopee, Mass. Cloth. 244 pages. Illustrated. J. B. Lippincott Company, Philadelphia.

A method of number instruction—this is the modern way of saying an elementary arithmetic. Two hundred and forty-four pages of elaborate instruction are given how to teach small children to recognize numbers, add, subtract, multiply, etc. It is very scientific and elaborate. The book is excellently printed.

Outlines of General History.

By V. A. Renouf. Edited by Wm. S. Myers. 476 pages, price, $1.30, net. The Macmillan Co., New York, Chicago.

This history, or outline of history, will be found very useful for elementary classes as well as those more advanced. It is so arranged that the small type matter may be neglected in a first year's study, and the whole text taken up in a second year. The book is well printed in large, clear type, and is decidedly cheap for the amount of work offered. Many of the illustrations are works of art.

Childe Harold.

Canto IV. By Lord Byron. Edited by Chas. S. Thomas. 136 pages. Price, 25c, net. Houghton Mifflin Co., Boston.

Besides The Prisoner of Chillon and Mazeppa, this little work contains a short but rather valuable biographical sketch of Lord Byron and many notes, comments and suggestions. Mr. Charles Swain Thomas, head of the English department of the Newton, Mass., high school, is guarantee enough that the little volume is well edited.

The Book of Easter.

With an Introduction by the Rt. Rev. W. C. Doane. Price, $1.25, net. The Macmillan Co., New York, Chicago.

A collection of Easter songs, traditions, customs and folk lore stories. The work is in green and white with gold lettering and forms a very pretty boxed Easter present.

Stories and Story Telling.

By Edward Porter St. John, professor of pedagagy in Hartford School of Religious Pedagogy. 100 pages. Price, $0.60, net. The Pilgrim Press, Boston.

There are many good things in this little book of Stories and Story-Telling, which is dedicated to all teachers who are disposed to take story-telling seriously. That it can be used as an immense power for ethical good no thoughtful person who has had any practice in it will deny. From earliest history the bard and story-teller has been the educator of the race, and the influence of a well told and properly motived story is as powerful for good today as in the infancy of the human race. Mr. St. John, a professor of pedagogics, sees the value of the well-related tale, and in a small volume, gives much sane advice on this interesting subject to teachers who wish to make use of this art for the uplift of their scholars.

Titus Andronicus.

By William Shakespeare. Edited by Charlotte Porter and Helen Clarke. 202 pages. Thos. Y. Crowell & Co., New York.

A composite photograph, made by Mr. Walter Rogers Furness, in 1885, from two of the best authenticated portraits of Shakespeare, forms the frontispiece. As the authorship of this play has been considered uncertain, the introduction naturally enlarges upon this mooted point. It concludes that the discovery, only four years ago, of a copy of the quarto edition of Titus Andronicus, first issued in 1594, has swept away all vestiges of evidence to support an argument that this play was not written by Shakespeare, while the favorable evidence remains untouched. The selected criticism also dwells upon this topic and upon the revolting nature of the play. It is thought, however, that the youth of the poet and the vogue of "the tragedy of blood" at that time explains the plots and murders with which the scenes are crowded.

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RULES AND REGULATIONS.

Allentown, Pa. The school board recently adopted a group of thirteen rules for the government of the high schools. They read:

A pupil, to become entitled to a diploma, must complete all subjects offered in the course selected. Substitutions may, however, be made with the consent of the parent and the principal.

No pupil shall receive a diploma whose conduct has not been satisfactory to the board of control.

There shall be at least three formal tests, or examinations shall be averaged with the monthly grade during which the test or examination is given and shall count one-third in computing the average grade for the month.

Pupils whose term grade, in any subject, or for the time a subject is taken, is 85 per cent, shall be exempted from a final examination in such subject.

The passing grade, based on examination only, whenever the term grade is less than 85 per cent, shall be 70 per cent.

No pupil, having more than two conditions, shall be classed with the next higher grade.

Pupils may, the principal consenting, take subjects in addition to the course selected.

The pupil, attaining the highest average in a regular course covering four years, the commercial department excepted, shall be awarded first honors with the valedictory addresses; the pupil attaining the second highest average in a regular course covering four years, the commercial department excepted, shall be awarded second honors with the salutatory addresses; all pupils having attained an average grade of 90 per cent or more in any regular course covering four years shall be awarded an honorary diploma.

A pupil, to become entitled to first and second honors, must take the last two years' work in the Allentown high school.

The principal may give certificates to pupils desiring to enter college, but in such cases he shall determine his own standard.

Athletics will be permitted under the supervision and control of the faculty, but no pupil, failing to do the work required for regular promotion, shall be permitted to represent the school in any branch of athletics.

The business manager of the Athletic association, also the Blue, shall be a member of the high school faculty.

It is of the highest importance that pupils have regular study hours at home free from interruption; otherwise, failure is practically certain. Parents are requested to give particular attention to this matter. Pupils of average ability should devote at least two hours to home study.

There shall be two sessions daily. In the forenoon from 8:45 to 11:30, in the afternoon from 1:15 to 4:00 o'clock.

Clinton, Ia. The school board has recently adopted a set of rules to govern the appointment and promotion of teachers in the grades. They require that:

The minimum qualifications for the appointment of new teachers to positions in the graded department shall be that they must be graduates of the Clinton high school or of an institution having an equivalent course of study; they must have an average rank in scholarship of good and they must also have passed the examinations required for a uniform county certificate of first grade.

Reappointment of teachers and their advance in salary shall depend upon satisfactory service to be determined from the teacher's efficiency by considering character, health, discipline, scholarship, teaching and professional spirit. A teacher whose work is not satisfactory must be notified of the fact in writing by the superintendent who shall specify the particular points in which her work is considered unsatisfactory.

The minimum salary for new teachers employed in the graded department shall be $35 a month for the first year without regard to the position to which they may be assigned; after which they shall receive an advance of $5 a month each year until the maximum salary of the grade to which the teacher may be assigned is reached. For especial efficiency a teacher may be advanced in salary more rapidly than this rule provides.

A questionaire has recently been conducted among Massachusetts boards on their rules governing the pay of teachers during absences from duty. Twenty cities sent replies to the following questions:

1. Is any time allowed for sickness without loss of pay? How much? Eleven cities answer yes, nine answer no. The time varies from three to thirty days.

2. How much is deducted for absence due to sickness? Five cities deduct full pay. Others vary from two-thirds for one month to one-three hundredth for a year.

3. How much for other absences? Ten cities deduct all; others as in No. 2.

4. Is there any time allowed in case of death in family? Thirteen cities allow from one to five days to no allowance.

5. Under what conditions can one have leave of absence, and for how long? Generally by vote of school committee, usually not to exceed one year.

6. Is there provision made for a sabbatical year? Four cities answer yes, the remainder no. Those which answer yes are Boston, Brookline, Cambridge, Newton.

In this connection Lowell's rules may be of interest. The city gives no sabbatical year, but grants leave of absence for any time up to one year, with opportunity for extension on request. Teachers absent on account of sickness draw half pay for one month, and those absent on account of a near relative draw half pay for five days.

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Preferred the Smaller.

Practical illustrations sometimes fail sadly in force, because the too literal mind fails of making the correct application. A teacher wished to find out how much her pupils knew of mental arithmetic.

"Now," she said, "suppose I have two squash pies, and divide one of them into ten pieces, and the other into one hundred pieces. Of which pie would you rather take a piece?"

There was absolute silence for a moment, and then one little girl answered, timidly, "One of the hundred pieces."

"Why?"

"Well, please, ma'am, I don't like squash pie."

Aus der Schule.

Lehrer: „Wer war Siegfried?"

Schueler: „Ein Hornvieh."

Lehrer: „Wieso?"

Schueler: „Hier steht doch im Lesebuch: Der gehoernte Siegfried."

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A Change, at Least.

Like many good, fresh jokes, this one from the Chicago News is built on a very old and very common experience:

"Your daughter has improved wonderfully in her piano playing," said Mrs. Nexton.

"I'm glad to hear you say so," replied Mrs. Homer, "if you are really sincere."

"Why do you think I am not sincere?"

"Well, you see, we didn't know whether she was improving or whether we were merely getting used to it."

Her Way.

Teacher—Do you know how I hold the attention of my mythology pupils?

Principal—No.

Teacher—I tell them that all the athletically inclined heroes were champions.

Tommy Knew.

Teacher—Now, Tommy, we reach bridges. Which is the most expensive bridge in the world?

Tommy (whose mother plays bridge)—Whist, ma'am.

"How do we know that the world is round?" asked the school teacher.

"Because we know it isn't square," promptly replied the boy who had been absorbing graft and boodle.

Correct.

A teacher in a public school asked the children to define the word "advice."

"Advice," said a little girl, "is when other people want you to do the way they do."—Christian Register.

At a recent examination in a rural school one of the questions asked was: "Name four insects to be found upon a farm." The paper handed in by one of the boy pupils answered the question thusly: "Head lice, body lice, sheep ticks and potato bugs."

Schoolboy Wrangling.

A writer in the Spectator says that there is no reason why an "argument" between schoolboys should ever come to an end. For this is its usual course:

"Yorkshire is the best county in England."

"No, it's not. Lancashire is."

"No, it's not.

"Yes, it is."

"I know it isn't."

"I know it is."

This exchange of assertion goes on until, possibly, as the beginning of another argument, it comes to an end as abruptly as it started.

The most original dispute, however, took place when two little boys were contradicting each other, and an older lad tried to pour oil on the troubled water by quoting, "It takes two to make a quarrel and one to end it."

"All right!" shouted a combatant. "I'll be the one!"

"No, you sha'n't!" yelled the other. "I will!"

Then a warm dispute followed, each claiming the distinction of being peacemaker.

A certain professor is unusually courteous and suave in demeanor, both in and out of the class room. In connection with other legends of their alma mater, the students in this school tell this story regarding his inordinately polite manner.

They say that once upon a time he made a bonfire in his back garden. The flames creeping rapidly through the stubble frightened him and he believed his house was in imminent danger. So he ran wildly down the street, pale and disheveled, crying at the top of his voice:

"Fire! Fire! Help! Help! For heaven's sake, help!"

Then as if apologizing for a seeming rude abruptness he added deferentially—"all those who can conveniently do so."

To the Point.

"If thunder travels 200 miles in two minutes, and lightning goes twice as fast, how far can lightning go in ten minutes?" asked the teacher.

"I don't know, ma'am. I ain't no lightning calculator."

"When is a sailor not a sailor?"

"When he's aboard. Ha—ha!"

"But he's not a sailor when he's ashore."

"That's so. Then a sailor is never a sailor. Ain't it funny?"

In the School Board.

Mr. President, began the new member, I-er—I-er— I-er.

"Well," interrupted the president kindly, "to err is human. Please proceed with your remarks."

Mother (sadly)—I don't know what to do with that boy of mine. He's been two years at the medical schools, and still keeps at the foot of his class.

Facetious friend—Make a chiropodist of him.

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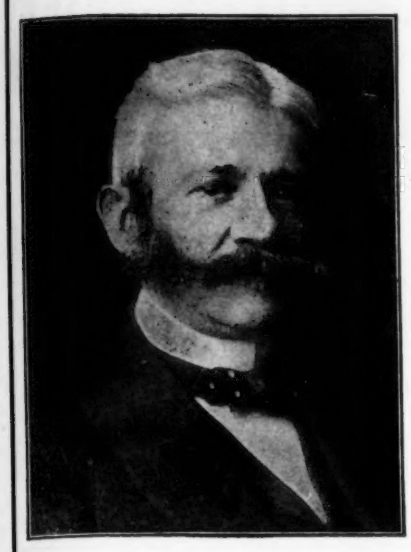

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SCHOOL ADMINISTRATION IN BOSTON.

(Concluded from Page 7)

in the employment of teachers, janitors, purchase of supplies, etc., has been completely eliminated and the professional politicians and their friends who used to visit the school committee headquarters in the past seldom come here now.

The board, as a whole, transacts all the business coming before it. It has no subcommittees. All the details of making investigations and preparing reports are assigned to the employed officials of the board, and these reports are presented to the board in open session. Executive sessions are occasionally held to discuss such topics as charges against teachers and other matters that manifestly should not be made public, but no votes are ever taken in executive session. The work of the board is conducted in a conversational tone; speeches made for political effect that were common in the larger board no longer are delivered. The deliberations of the board are not essentially different from those of a board of directors.

Improvements Made.

I am of the opinion that a school board should consist of either five or seven members, and that five is preferable to seven. Five members of a board, together with the secretary and the superintendent, are all that can be comfortably grouped about a table and be close enough together to enable all discussions to be carried on in a conversational tone.

It may serve to indicate better the educational advancement that has been brought about by the establishment of a small board to state some of the major improvements in the Boston system that have been made during the last three years.

1. The entire system of accounting has been overhauled, simplified and placed in charge of a business agent.

2. The elementary school course has been reduced from nine to eight years, and the course of study completely revised. A similar revision in the high schools has also taken place.

3. The former distinction between primary and grammar schools and much embarrassment in connection therewith has been eliminated.

4. The quota of pupils per teacher in elementary schools has been reduced from fifty to forty-four.

5. The drawing and manual training departments have been combined into one department, with great increase in economy and efficiency.

6. The system of managing truants has been revised and disciplinary classes have been established.

7. The whole department of school hygiene has been reorganized upon a new and broad basis.

8. A system of school nursing has been provided.

9. The school committee has assumed control of the play of school children both in and out of school, securing the use of the public parks for this purpose.

Changes Affecting Teachers.

10. The appointment of teachers has been entirely removed from personal and political influence, and placed upon a civil service basis.

11. The promotion of teachers after their admission to the service has been made conditional upon efficiency, as determined by a system of promotional examinations.

12. Enlarged opportunities for professional study by teachers in the colleges near Boston have been secured.

13. A system of leave of absence for a Sabbatical year with pay has been established for the teachers.

14. A teachers' pension system has been established.

15. Salaries in many departments have been increased.

16. A system of distribution of substitutes has been established.

17. The high schools have been reorganized on departmental lines.

18. The High School of Commerce for boys and the High School of Practical Arts for Girls have been established.

19. An Evening Industrial School has been established.

20. The whole system of evening schools has been revised and established on a basis which is not only educationally better, but much more economical.

COMING CONVENTIONS.

May 3-5. County School Commissioners of Georgia, at Athens. T. H. Dozier, local commissioner.

May 5-7. Eastern Manual Training and Art Teachers' Association, at Boston.

May 10-13. Western Drawing and Manual Training Teachers, Association, at Minneapolis.

May 16-18. National Conference on the Education of Dependent, Backward, Truant and Delinquent Children, at St. Louis, Mo. Mr. Elmer L. Coffeen, secretary, Lyman School for Boys, Westboro, Mass.

June 7-8. Federated Boys' Clubs, at Rochester, N. Y.

June 7-11. Playground Association of America, at Rochester, N. Y., H. S. Brancher, secretary, 1 Madison avenue, New York City.

June 14-17. North Carolina State Teachers' Assembly, at Asheville. Supt. R. D. W. Connor, Raleigh, secretary.

June 20-22. West Virginia Teachers' Association, at Charleston.

June 21-23. Kentucky Education Association, at Henderson, Ky. Supt. T. C. Cherry, president, Bowling Green.

June 28-30. Ohio State Teachers' Association, at Cedars Point.

June 28, July 1. Conference for Child Research and Welfare, at Worcester, Mass. Henry S. Curtis, secretary, Worcester.

June 29, July 1. Pennsylvania Education Association, at Erie.

July 2-8. National Education Association, at Boston, Mass.

July 2-8. Federation of State Teachers' Associations, Boston. Supt. Chas. S. Foos, president, Reading, Pa.

July 10-11. Southern Kindergarten Association, at Summer School of the South, Knoxville, Tenn.

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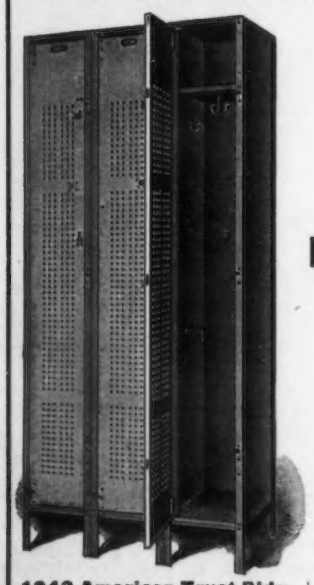

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We call the man who cannot read and write "illiterate." He is pointed out and laughed at as one disgraced. "He cannot even read and write!"

The time will shortly come when a person who cannot sketch with pencil, pen or crayon will be regarded as one of very faulty education. Think of a man versed in botany and not able to draw a picture of an oak leaf that you can distinguish from an elm! And what say you of a zoologist who cannot make a picture of a horse that will not also pass for a mule! Then what shall we say of a person who can speak English, French and German, and who has passed high in Greek and Latin, who cannot express himself in the very first language, the last and universal language of the picture? Hieroglyphics is the first form of writing, but now in our arrogance we think we can skip this stage of our evolution. Nature has given us the hint, but we refuse, so dear is the first step in civilization. Can we leave it out and go unpunished? Dr. G. Stanley Hall says not.

To learn to draw is not so difficult as to learn a new language. Anybody who will apply himself an hour a day for a few weeks can acquire skill sufficient to draw faces. To be a portrait painter is, of course, another thing—this is not for the many. Only one man out of ten thousand who knows grammar can write a strong and vivid story, but if he could not write letters to his friends we would regard him as a defective.

Thackeray could write stories and illustrate them, and he usually illustrated them before he wrote them. Writing to Dickens, Thackeray once said: "The delight of my life is to draw pictures, and I never see a funny face—or a beautiful one—without feeling for my pencil and pad."

The fact that as a people we cannot draw makes us poor critics of art—unappreciative. You must have tried a thing yourself before you know the difficulty of doing it in a masterly way.

To be akin to the artist you must have tried to be an artist yourself. And this great truth is what William Morris had in mind when he made his plea for the education of head, hand and heart.

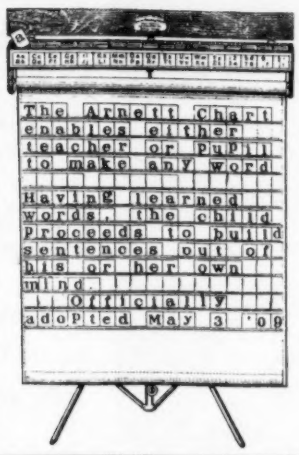
To have hands that are not trained to obey your brain will yet be regarded as a disgrace. All of our education has been a matter of head, and the body has been the prey of chance. But the hope of the world lies in the fact that educated people are getting awake to the truth that in a manual way we are mostly defective, and from a manual defective to a moral defective is an easy step.

To draw, demands that you shall see—you must know distance, size and weight. To draw, exercises and strengthens the sense of values—and to know values is wisdom. And wisdom is nothing else than the sense of values. He who is absolutely deficient in the sense of values is a fool—men put distance between themselves and folly only as they cultivate the sense of values. The sense is simply knowing a big thing from a little one—an important proposition from a trivial one. A man who does not know values is a quibbler and a fusser.

To teach drawing by correspondence strikes many people as strange, but when the other day I saw a woman of seventy taking her first lesson in drawing I just laughed aloud to see what fun it was for her to follow the straight lines, the parallel lines, the curves and circles and send in here "theme." She was learning the miracle and the mystery of the repeated line, to use a phrase of Whistler.

"Your next lesson will be more difficult," I said. "I hope it will," was the reply. Everybody goes to school nowadays—and should. Even grown-ups are not fully grown—at least, none that I ever saw were. That is the way to teach—lead on by simple stages from the simple to the complex.—Elbert Hubbard.

THE ARNETT READING CHART
IS TOTALLY DIFFERENT FROM OTHERS



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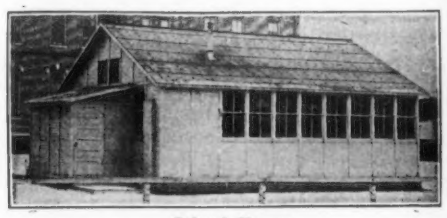

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JUNIOR HIGH SCHOOLS IN COLUMBUS.

Supt. J. A. Shawan of Columbus, Ohio, and the school policy committee of the board of education of that city have recently outlined a program for the extension of school facilities during the years 1911-13. The report is a careful study of the growth of the city in different directions as shown by school attendance. The committee found that it requires two years to build a building, and recommended that new schoolhouses should be started at least that length of time in advance of actual requirements.

Space forbids us to enter upon a discussion of the report, which takes up the situation in elementary schools, high schools and junior high schools, introduced several years ago. The plans of the committee propose five of the last named schools, one to be located in each of the four geographical divisions of the city and one to be centrally placed.

One such junior high school is now being operated at the Indianola school and includes pupils of the seventh, eighth and ninth grades. The advantages of the school are thus set forth by Mr. Shawan:

The junior high school as now operated at Indianola is proving itself to be economical both in time and money. The segregation of pupils of the seventh, eighth and ninth grades makes it possible:

1. To have all work in manual training and domestic science in the same building where the pupils attend school and avoid changing from one building to another for this purpose.

2. To give consideration to the physiological age of pupils as well as to the chronological age, and to shape their work accordingly.

3. For pupils of unusual mental alertness on account of the flexibility in the course of study which is possible where the number will justify it, to form classes in German, Latin or algebra, and by the unit system to receive high school credits for the same and thus save time in passing through the elementary and high school courses.

4. For pupils who are strong in some lines, but who fail in others to receive credit for work well done, and by the semi-annual system of promotion to strengthen themselves at the earliest possible moment in lines where they are weak.

5. For pupils who, on account of health, immaturity in development or other reasons, are unable to do full work to complete a part of the work each year and receive credit for the same, thus avoiding the pressure of a rigid and inflexible course.

6. To hold in school at least one year longer many who must quit school at fifteen or sixteen and to give them a diploma as evidence that something has been completed. Both the moral effect and encouragement of this arrangement are of inestimable value.

7. To secure the best results at approximately the same cost as now. The average cost of tuition per capita in the seventh, eighth and ninth grades for the entire city for 1909-10 will be approximately $30, including the cost of the first year high school pupils. At Indianola the cost will be approximately $27 per capita. It must be remembered, however, that the salaries in the junior high school are at their minimum for most of the ninth grade teachers. The difference between $30 and $27 would allow an advance in the average salaries of junior high school teachers without any great burden to the city.

8. By standardizing the number of periods for a full school day's work to so arrange the classes that the ambitious teacher may devote a definite number of periods to teaching and yet do some definite advanced work in study without cost to the city.

SLATE NOT A HEAVY ROOFING.

To the Editor:

In the excellent article on "School Architecture," by Supt. F. T. Oldt, Dubuque, Ia., in your April issue, we gratefully notice his recommendation of slate for a roof, but regret that he seems to think it too heavy for some buildings.

As we consider it our duty to disseminate correct slate information, we respectfully submit that slate is by no means a heavy roofing. It weighs only six and one-half pounds per square foot. This is equal to about three-fourths of an ounce per square inch—about the weight of a letter that is mailed for 2 cents postage; surely this is not a heavy roofing! Surely no one would entrust his life and property to a roof frame that cannot stand such a weight.

In fact, even if some one were reckless enough to thus invite disaster the law would not permit it. Most municipal building codes require a roof frame to stand a weight of from forty to fifty pounds, to provide for wind pressure and snow load. This is eight times the weight of slate.

GENUINE BANGOR SLATE COMPANY.

Special Studies.

Supt. Arthur Lefevre of Dallas, Texas, has recommended to the school board the establishment of a trade school.

Minneapolis, Minn. The school board has recently sanctioned the study of the Scandinavian language in the high school. When over thirty students may express a desire to take up the study a class will be formed.

The Schoolroom is the

Disease Clearing House

For All the Homes in the District

(Excerpts from our Booklet on "School Hygiene." Send for it.)

At a recent conference in New York City, on the physical welfare of school children, attention was called especially to the dangers arising from the dust that is constantly churned into suspension in the air of schoolrooms, which, with bad ventilation, favor the growth and spread of disease germs, more particularly the tubercle bacilli.

Highly trained teachers explain the composition of air in a schoolroom atmosphere often more poisonous than that of the average sweat shop.

Boys and girls, unable to breathe through the nose because of adenoids and enlarged tonsils, are deprived of recess for not being able to describe the passage that leads from the nose to the wind-pipe and lungs.

Children fortunate enough to be physically able to meet school requirements are handicapped in their studies, and for that reason reduced in industrial efficiency, because they must march side by side with children suffering from removable physical defects.

These physical needs are found, upon investigation of thousands of homes, to be due not so much to deficient incomes as to remediable defects in the homes, the schools and the factories.

It is today a scientifically well established fact that dust is the most prolific spreader of disease and death among mankind.

The dustiest indoor places frequented by human beings, probably, are the school buildings. This is accounted for by the numbers of pairs of dusty or muddy little feet that pass from the dirty streets into the schoolrooms many times each school day.

Much of the dirt thus brought into the schoolroom is heavy when it arrives and it at once falls to the floors, where it is ground fine and packed into the cracks and ground into the fiber of the wood floors.

Sweeping with broom or brush gets rid only of such as is large and heavy enough to be classed as "dirt," while most of the finer and more dangerous "dust" is merely raised into the air, where it is held for a time in suspension, to be breathed in by the children, or to settle finally on desks, walls, chairs, books, and some of it back on to the floors.

Dusting—even with a damp cloth—does not get all of this fine dust, and so each day adds a little to the accumulations in the cracks, in the fiber of the wood, in corners, in and under desks, on the books and shelves and in many other dust-catching nooks and corners.

Once in a closed room, dust is very apt to stay there, unless special means are resorted to to get rid of it.

As science has now found the exact origin of so many of the infectious diseases, so also has science found various means for preventing infection.

One of the most vitally important means for preventing such infectious diseases as are conveyed by the dust is the now well known Vacuum, or Suction, system of cleaning the floors, walls, the ceilings and furnishings in buildings of all kinds and of all sizes.

The American Air Cleaning Company, of Milwaukee, Wisconsin, was the pioneer in the study and experimentation that has led to the development of the science of Vacuum Cleaning.

This company manufactures a great variety of types and sizes of vacuum cleaning apparatus, suited to all requirements, from the humble cottage to the greatest building of any sort, and for the great railway and steamship companies. We have installed many plants of each type in buildings of many kinds in all parts of the United States and they are giving universal satisfaction.

We have equipped schools, churches, hospitals, hotels, residences of various sizes, theaters, office buildings, factories, steamships and the car cleaning departments of the great railway and street car companies.

Lists of prominent customers from all the principal cities throughout the country may be had on application.

After years of practical experience, and after our engineers have spent months in experimenting in school buildings with the actual conditions there met with, a special set of tools and appliances was developed, on scientific lines, especially for cleaning schoolrooms.

These special systems have been on sale now for a little over a year, and many schools are already equipped, while hundreds of others are preparing for equipment in all parts of the country.

The "Aero" Systems, manufactured by this company ("AERO" is our famous trademark), have now become the accepted standards for high grade vacuum cleaning systems the world over.

We have many imitators, but there is no system built in the world today that is the equal of the "Aero" System in efficiency and lasting qualities, practical, economical, sanitary features.

Those who are not informed as to these high grade, sanitary appliances are invited to correspond with our School Department. Literature will be sent to interested parties upon application, covering either electric or steam power (steam of 60 pounds pressure and upwards).

American Air Cleaning Company

601 Enterprise Building, Milwaukee, Wis.

"Landscape with Mill," by Jacob von Ruysdael, Dutch Painter
SIZE 30X40. PRICE $8.00

Our Wonderful Picture

in a remarkable size for the price for last month was entirely successful. This month we are publishing the wonderful picture, "Landscape with Mill" by Ruysdael, in Royal Sepia 30x40, framed in quarter-sawed oak, for **$8.00.** We have already enough requests for this splendid picture to assure success. Those who purchase this picture and are not entirely satisfied may return it at our expense.

The next picture will be "The Spirit of '76," by Willard.

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D. C. HEATH & COMPANY.

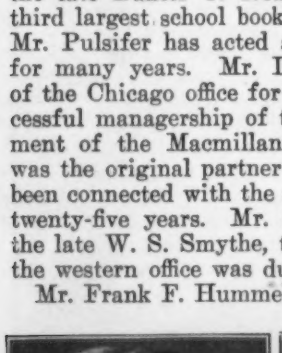
What is considered in book and school circles as the most important reorganization of a school book company since the amalgamations of the American Book Company was effected last month, when Messrs. W. E. Pulsifer, W. H. Ives and W. S. Smythe purchased from the heirs of the late D. C. Heath their entire holdings of stock in D. C. Heath & Co. At the annual meeting of the corporation, held May 2, an entire reorganization of the business took place and the following officers elected: W. E. Pulsifer, president; W. H. Ives, vice president; C. H. Ames, secretary; W. S. Smythe, treasurer.

Mr. E. G. Cooley, formerly superintendent of schools in Chicago, and until recently president of the company, retired early last month to become a special investigator for the Chicago Commercial Club. It is understood that Mr. Cooley has been commissioned to study industrial education and continuation schools in Germany, with a view to preparing an important and elaborate report. He retires from the board of directors, as also does Mr. H. C. Foss, who will engage in another line of business in Boston.

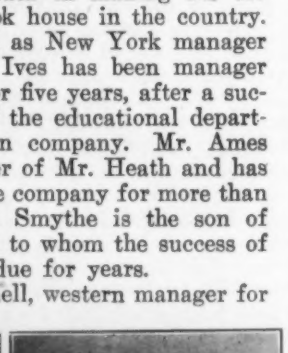
The board of directors consists of the officers, together with J. S. Simpson of Boston, I. A. Van Houten of New York and F. F. Hummell of Chicago. It is one of the strongest organizations in the school field and will certainly shape a policy of progress and enterprise.

The officers of the company are all men who have been connected with the school field for years. Besides this, all are men who assisted the late Daniel C. Heath in making his the third largest school book house in the country. Mr. Pulsifer has acted as New York manager for many years. Mr. Ives has been manager of the Chicago office for five years, after a successful managership of the educational department of the Macmillan company. Mr. Ames was the original partner of Mr. Heath and has been connected with the company for more than twenty-five years. Mr. Smythe is the son of the late W. S. Smythe, to whom the success of the western office was due for years.

Mr. Frank F. Hummell, western manager for the Macmillan company for several years past, succeeds Mr. Ives as manager of the Chicago office. Mr. Hummell is a book man of experience whose record is enviable and whose acceptance of this important position is a well earned recognition of his ability. D. C. Heath & Co. are to be congratulated in securing Mr. Hummell as manager and as a member of the board of directors.



MR. W. E. PULSIFER
New York, N. Y.



MR. W. H. IVES
Chicago, Ill.

Newly elected officers of D. C. Heath & Co.

Mr. I. A. Van Houten, who becomes general manager of the New York office, and who will supervise the agency work of the company in the New York territory, is one of the best known book men in the east. He for many years represented the American Book Company in New Jersey.

Mr. J. S. Simpson, who has for a long time been connected with the New England office of the Heath company, becomes general manager of that office and thus takes charge of the field where he has spent many years of active work. He is well known to the educational public and will fill his position admirably.

The reorganization of D. C. Heath & Co. represents several elements of strength. The board of directors is unusually able. The management of the company is in the hands of men who know the company, the book field and the needs of American schools. The three offices are in charge of managers of exceptional integrity, whose value will be perceived shortly. The company is in line for the congratulations of the American school people.

IMPROVING SCHOOLHOUSES.

(Continued from Page 15)

the bad cases found, the results obtained in the following instance are a relief:

"In a town that had a schoolhouse which was a travesty, and where funds were sufficient, certain business men and other citizens strongly opposed building. They howled that taxes were already too high. The trustee was of like mind, for he wished re-election. So he violated the proclamation of condemnation and opened the schoolhouse and started school. The court ruled that the condemnation was valid, and that a schoolhouse condemned and closed as insanitary by the state board of health was, in the eye of the law, in the same condition as if burned down. This judgment closed the school and fined the trustee. During the winter the closing of the schoolhouse was the chief subject of talk in the town, but by spring education of the community was complete and public opinion was crystallized. A new sanitary schoolhouse was built, and when dedicated the state board of health, which had been roundly abused for its part in the improvement, was invited to be present. Three members attended and enjoyed a free country chicken dinner. A photograph was taken, with the trustees, prominent citizens and health officers on the broad steps of the new structure."

Busy Superintendents.

Marion, O. Henry A. Hartman of Boulder, Colo., has been elected superintendent of schools by unanimous vote of the school board. Mr. Hartman will succeed H. L. Frank. His salary for the first year will be $2,000, and for the second year, $2,100.

Supt. O. M. Dugger of Greene county, Tenn., has been elected president of the East Tennessee Teachers' Association during its recent convention in Knoxville.

Racine, Wis. Burton E. Nelson has been re-elected superintendent of schools at a salary of $2,700. Mr. Nelson will continue as superintendent of schools with the additional duty of acting as principal of the McMynn school. Mr. Nelson is one of those efficient superintendents who deserves the commendation which the board of education bestows on him.

Canal Dover, Ohio. The Board of Education by unanimous vote re-elected Franklin P. Geiger as superintendent of schools for two more years and advanced his salary to $1,800 per year. He has been connected with the schools for thirteen years, five as high school principal and eight as superintendent. This is a growing little city and Mr. Geiger's salary has been increased every year as superintendent.

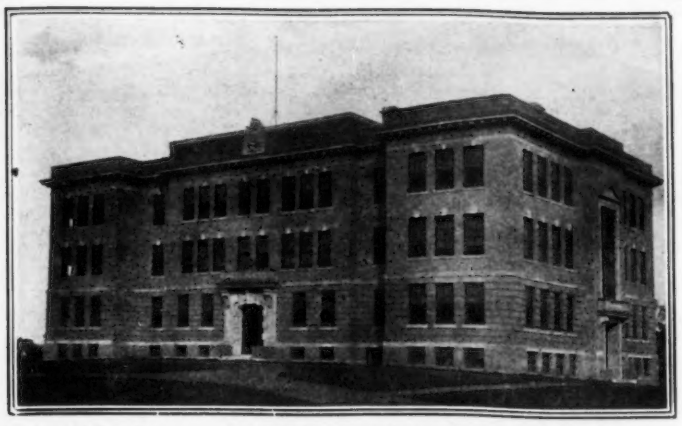
The Illinois Educational Commission, which secured a codification of the school laws of that state a year ago has recently been re-appointed by the governor to complete the work so well begun. The commission will shortly proceed to a study of industrial education and will, it is expected, report a number of important amendments to existing laws. Two new members of the body are: President A. J. Burrows, S. J., of St. Ignatius College, Chicago, and Supt. W. L. Steele of Galesburg.

Supt. J. G. Crabbe of Kentucky has recently been made president of the Eastern Kentucky State Normal School. He succeeds the late Dr. Ruric N. Roark. Mr. Crabbe has made a wonderful record in the office of state superintendent and his two whirlwind campaigns for education have entirely changed the attitude of Kentucky toward the public school system. He will be succeeded by Prof. Ellsworth Regenstein.

Mr. P. J. Zimmers of Kenosha has been elected superintendent of schools at Manitowoc, Wis. The schools of that city have recently been combined into one system in place of three common districts. Mr. Zimmers will receive $2,700 per year.

Mr. William C. Warfield has recently become southern manager for the World Book Company of Yonkers-on-Hudson, N. Y.

Mr. Warfield is one of the most popular of the southern book men and has been until recently manager of the Macmillan Company in the southern states. He is located in the Inman building, Atlanta, Ga.



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PREPARING FOR THE CONVENTION.

Arrangements for the forty-eighth annual convention of the National Education Association, to be held in Boston during the week July 2-8, are well in hand.

The local committee last month opened offices at 84 State street and began its executive campaign.

The vast volume of details involved in so important and large an affair has been delegated to a large number of committees. The work is progressing comprehensibly and in a gratifying manner. Mr. Joseph Lund, who was elected chairman of the executive committee last month, is giving his entire attention to the preliminary work and the arrangement of all the details for the convention. At present he has begun a campaign for active memberships in the city of Boston and the entire New England states. The teachers' associations in various sections and the superintendents of schools in all of the important Massachusetts cities have been drawn into an advisory committee which is joining in this campaign.

The convention is meeting the enthusiastic support of Boston's most distinguished citizens. Gov. E. S. Draper and Mayor John E. Fitzgerald have consented to act as members of the advisory board, and President Lowell of Harvard, President Gasson of Boston College, President Richard C. MacLaurin of the Massachusetts Institute of Technology, President William E. Huntington and other heads of Massachusetts colleges are co-operating in the work. Men prominent in the business affairs of Boston are also at work and there is reason to believe that the convention of 1910 will surpass that of 1903.

The old Art Museum has been selected for the general headquarters of the association. The building is located on Coplay square, in the heart of the city, close to the center of the hotel section and convenient to the railroads and the business district. Details of the program for the convention have not been announced as yet, but will be sent out early in May. The first session of the association will be held in Harvard Stadium on the afternoon of July 4. President Taft will be present and will deliver the principal address. Following are a few of the committee heads which have been appointed:

Accommodations, Mr. Lincoln Owen; hotels, Mr. Augustus H. Kelley; assignment bureau, Mrs. Emma S. Gulliver; convention literature, Mr. George E. Murphy; advance membership, Mr. William C. Crawford; excursions, Mr. William E. Dorman; finance, Mr. Bernard J. Rothwell; hospitality, Richard C. Cabot; local library section, Mr. Horace G. Wadlin; music, Mr. Leo R. Lewis; press, Mr. John H. Fahey.

SUPERINTENDENTS' ELECTIONS.

Saginaw, Mich. Supt. Philip Huber has been re-elected with an increase in salary to $2,300.

Sioux City, Ia. Supt. R. S. Whitley has recently been elected councilman and has tendered his resignation to the board of education.

Supt. James H. Tomlin of Terre Haute, Ind., was recently chosen superintendent of schools for Evansville. He succeeds Mr. Frank W. Cooley, resigned.

Mr. Henry A. Hartman of Boulder, Colo., has been elected superintendent of schools at Marion, Ohio.

Bellaire, O. Supt. Wilson Hawkins has been re-elected for a term of three years at a salary of $2,200 per year. Mr. Hawkins came to the city two years ago at a salary of $1,800.

In two years the high school enrollment has increased fifty per cent. Art and penmanship, under a special supervisor, have been installed; a strong commercial department has been initiated; at a recent meeting, it was decided to start a department of domestic science, including sewing and cooking; next year the schools will use a fine new ward school building of modern construction.

The city has a population of 16,000 and enrolls 2,300 pupils in the schools.

Davenport, Ia. Supt. Frank L. Smart has recently been re-elected for the school year, 1910-1911. Mr. Smart was made president of the Northwestern Iowa Teachers' Association at its meeting in April.

Mr. Wm. F. Ramey has been recently re-elected to the superintendency of the public schools of Chickasha, Okla., at a salary of $1,800.

Joplin, Mo. At the first meeting of the school board after the spring election, Supt. G. V. Buchanan was re-elected for a term of two years. In recognition of Mr. Buchanan's efficiency, a handsome increase in salary was made.

Supt. R. J. Cunningham of Bozeman, Mont., has been re-elected by unanimous vote of the board of education of that city. In recognition of Mr. Cunningham's services his salary was increased $500, making it $2,500 per year. He was given leave of absence for two and one-half months during the summer vacation for the purpose of attending the convention of the National Education Association and of taking up special work in the Columbia University summer school.

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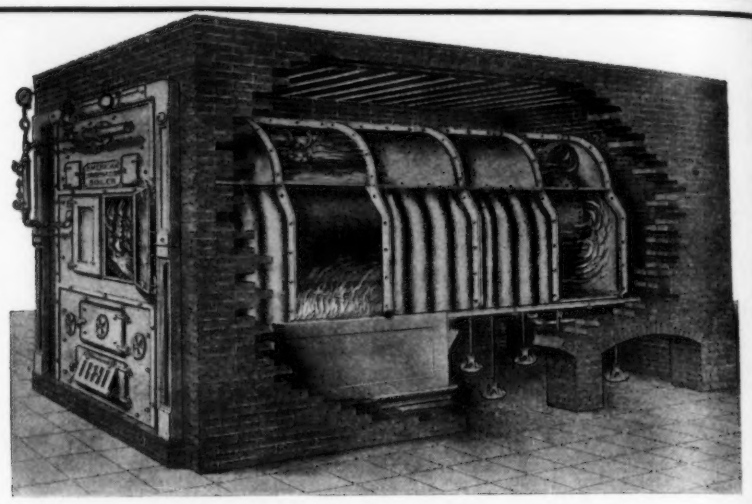
We develop your ideas into a practical set of plans and specifications which can be executed to the smallest detail. You can build within your means and to your entire satisfaction.

"Ashby's Designs of Schools and Libraries," containing 93 designs (perspective and floor plans) of schools ranging from one to thirty rooms, will be sent to those interested in the erection of school buildings.

NO BUILDING IS TOO LARGE OR TOO SMALL FOR OUR PERSONAL AND PROMPT ATTENTION.

G. W. ASHBY, Architect, Medinah Bldg., Chicago, Ill.



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School authorities of the United States are invited to contribute to these columns such information as relates to new school buildings in course of erection, or intended to be erected, in all parts of the country. The information should include a statement of the character of the building, its probable cost, location, the name of the architect, and the dates when bids for furniture, heating apparatus and sanitary equipment will be received.

Alabama.

Attalla—Archt. Charles W. Carleton, Anniston, has plans for 2-story school; $12,000. Birmingham—Archt. H. R. Wheelock has plans for 12-room school; $25,000. Anniston—Archt. Charles W. Carleton has plans for school; $10,000. Gadsden—Plans have been accepted for 16-room school.

Arizona.

St. Johns—Archt. George W. Ashby, Chicago, Ill., has plans for 2-story school. Phoenix—Plans have been submitted for school, West Adams st.

Arkansas.

Sulphur Springs—Archt. J. W. Roberts, Claremore, Okla., has plans for 3-story high school. Conway—Site has been purchased for colored school.

California.

Fullerton—Archt. A. C. Smith has prepared plans for high school; $28,000. Wasco—Propose issuance of bonds for school. Los Angeles—3-story school will be erected; $74,000. Ontario—Grammar school will be erected; $16,000. San Diego—Propose erection of high school. Whittier—Archt. N. P. Marsh has plans for science and manual training school. Los Angeles—8-room school will be erected. Princeton—Plans are being considered for high school. Pala—School will be erected. Dixon—$25,000, bonds, were voted for grammar school. Irwindale—Contract was let for school.

Colorado.

Denver—School will be erected. Grand Junction—Plans have been prepared for high school.

District of Columbia.

Washington—Archts. A. B. Mullet & Co. have plans for 2-story school. Three schools will be erected; $80,000.

Florida.

Newberry—Archt. W. B. Camp, Jacksonville, has plans for 2-story school. Punta Gorda—School will be erected. St. Petersburg—High school will be erected; $30,000. Fort Myers—Archts. Edwards & Walters, Atlanta, Ga., have plans for school; $20,000.

Georgia.

Decatur—Archts. Morgan & Dillon, Atlanta, have plans for school; $75,000. Atlanta—School for Girls will be erected; $60,000. Lagrange—Archt. P. A. Dallas, Atlanta, has plans for school; $50,000.

Idaho.

Idaho Falls—Plans have been prepared for school; $40,000.

Illinois.

Highland Park—Archt. C. Frank Jobson, Chicago, has plans for school; $18,000. Eureka—Archt. A. F. Moratz, Chicago, has plans for 8-room school. Pocahontas—Archt. F. Oswald, Alhambra, has plans for 8-room school. Rochelle—Contract was let for school; $20,000. Marshall—4-room school will be erected; $10,000. Round Lake—Archt. Ira A. Worsfold, Waukegan, has plans for school; $3,500. Belvidere—Parochial school will be erected. Coffeen—School will be erected. Jonesboro—Contract was awarded for 8-room school. Decatur—Bids will be opened for Dennie school. Chicago—Site has been secured for Deland school. Geneva—Parochial school will be erected. Oakland—School will be erected. Carlinville—School will be erected. Staunton—Archts. Charles Pauly & Son, Granite City, have plans for 2-story school. Dieterich—Archt. T. S. Thompson, Carbondale, has plans for 4-room school; $10,000. Weldon—Archts. Spencer & Temple, Champaign, have plans for school. Rockton—Propose erection of township school. Bluffs—Propose erection of school. Douglas—Propose erection of school. Shelbyville—High school will be erected; $50,000.

Indiana.

Indianapolis—Archt. W. H. Albersmeier has plans for 4-room school; $8,000. Monroe City—Archts. Campbell & Osterhage have plans for school. Warsaw—School will be erected. Miller—School will be erected. Plainfield—Archt. Layton Allen, Indianapolis, has plans for 10-room school. Fairmount—School will be erected. Clymers—Archt. J. E. Crain, Logansport, has plans for school; $6,000. Greensburg—Archt. Elmer E. Dunlap, Indianapolis, has plans for 6-room school. Union City—Archts. Gettinger & Mangus have plans for 5-room school. Newcastle—Archt. C. W. Taylor has plans for 6-room school. Emison—Grade and high school will be erected. Brazil—School will be erected. Decker—$25,000 was appropriated for school. Sheldon—Archt. R. A. Bradley, Fort Wayne, has plans for township school. Huntington—Archts. Mohler & Gierhart have plans for school. Elkhart—Archt. E. Hill Turnock has plans for 3-story high school. Wabash—2-story township high school will be erected; $25,000. Mt. Summit—School will be erected. Logansport—Site is being considered for high school. Wawaka—Archts. Griffith & Fair, Fort Wayne, let contract for school.

Iowa.

Cresco—Archt. W. F. Keefe, Austin, Minn., has plans for school: $20,000. Union—School will be erected; $15,000. Luverne—School will be erected. Janesville—School will be erected. Cedar Rapids — School will be erected; $55,000. Addition will be built for Washington high school; $60,000. Mediapolis—Archt. C. E. Nelson, Burlington has plans for 2-story school. Mason City—Parochial school will be erected. Harlan—Archts. Brown Bros., Cedar Rapids, have plans for school; $40,000. Charles City—Archts. Liebbe, Nourse & Rasmussen, Des Moines, have plans for 2-story school; $35,000. Remsen—Archts. E. Brielmaier & Sons Company, Milwaukee, have plans for 10-room parochial school. Webster City—High school will be erected; $25,000. Waterloo—Bids were received for Fiske school.

Kansas.

Lyons—8-room school will be erected. Turon—Archts. Mann, Kelso & Mann, Hutchinson, have plans for 8-room school. Anthony—Site is being considered for 8-room school. Lawrence—Bids will be received for school. Durham—6-room school will be erected. Falun—School will be erected, district No. 48.

Kentucky.

Somerset—Archt. George W. Ashby, Chicago, Ill., has plans for 12-room school. Moorefield—School will be erected. Midway—Contract was let for $20,000 school. Hopkinsville—Archt. B. B. Davis, Louisville, has plans for high school; $100,000. Brandenburg—School will be erected.

Louisiana.

New Orleans—Archt. E. A. Christy has plans for 16-room school. Amite—Archt. X. H. Kramer, Magnolia, Miss., has plans for 2-story school. Jeanerette—Archts. Favrot & Livaudais, New Orleans, have plans for 2-story school.

Maine.

Madison—Archts. William M. Butterfield & Co., Manchester, have plans for 8-room school.

Maryland.

Baltimore—3-story country school will be erected; Parker, Thomas & Rice, archts. Archts. Schutz Bros. have plans for parochial school; $16,000. Crisfield—Archts. F. E. & H. R. Davis have prepared plans for high school.

Massachusetts.

Amesbury—Archts. Fontaine & Kinnicutt, Woonsocket, R. I., have plans for 2-story parochial school; $45,000. Centerville—Archt. Hy. L. Rourke, Lowell, has plans for 2-story school; $35,000. Quincy—Archts. Cooper & Bailey, Boston, have plans for school; $25,000. Rochdale—Archts. Cutting, Carleton & Cutting, Worcester, have plans for 4-room school. Fall River—Archts. L. G. Destremps & Son have plans for 8-room school, Ninth ward.

Michigan.

Detroit—Archts. Malcomson & Higginbotham have plans for Cass high school; $200,000. Niles

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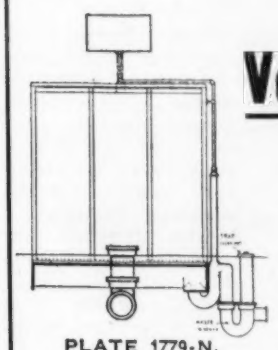
PLATE 1779-N.
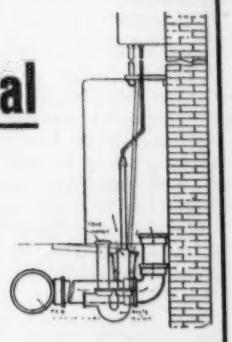
PLATE 1780-N.
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Edwardsville, Ill. St. Louis, Mo.

—Archt. John D. Chubb, Chicago, Ill., has plans for high school; $50,000. Iron River—Archt. John D. Chubb, Chicago, Ill., has plans for school; $40,000. Palatka—Archt. John D. Chubb, Chicago, Ill., has plans for school; $30,000. Stambaugh—Archt. J. D. Chubb, Chicago, Ill., has plans for school. Norway—Archt. John D. Chubb, Chicago, Ill., has plans for 6-room school; $17,000. Grand Rapids—Archt. C. S. Vierheilig has plans for seminary; $30,000. Ironwood—Archt. Otto Linneman has plans for school; $24,000. Plainwell—6-room school will be erected. Perkins—Archt. G. W. Ashby, Chicago, Ill., has plans for school. Lansing—Archt. E. A. Bowd has plans for 12-room school; $40,000. Archt. J. N. Churchill has plans for 4-room school; $11,000. Benzonia—School will be erected. Flint—Archts. Clark & Munger, Bay City, have plans for Derk high and grade school.

Minnesota.

Montgomery—Archt. H. C. Gerlach, Mankato, has plans for high school; $20,000. East Grand Forks—School will be erected. Albert Lea—High school will be erected; $100,000. Mankato—High school will be erected; $100,000. St. Paul—Archt. A. F. Gauger has plans for school; $40,000. Warren—3-story college will be erected; $40,000. Luverne—School will be erected. Waseca—Archts. George Pass & Son, Mankato, have plans for 2-story school. Thief River Falls—School will be erected. Northfield—High school will be erected. Two Harbors—Archt A. Terryberry, Duluth, has plans for school. Kimberly—Bids will be opened for school. Mahtomedi—School will be erected. Aurora—Propose erection of high school. Hibbing—Archt. J. J. Wangenstein, Duluth, will plan six schools. Montevideo—Propose erection of 8-room school.

Missouri.

Sheldon—District school will be erected; $10,000. District school will be erected; $1,000. Sarcoxie—District school will be erected; $12,000. Carterville—School will be erected; $10,000. Rinehart—School will be erected. Poplar Bluff—Two schools will be erected. Sedalia—Site was purchased for State Industrial Home for Incorrigible Colored Girls. Parkville—$9,000, bonds, were voted for school. Hartville—$10,000, bonds, were voted for school. Gallatin—School will be erected.

Montana.

Helena—School will be erected, Sixth ward; $50,000.

Nebraska.

Silver Creek—Archt. J. H. Craddock, Omaha, Neb., has plans for school. University Place—Bonds were voted for $50,000 high school. North Bend—$30,000 has been voted for school.

New Hampshire.

Enfield—Plans have been made for erection of school.

New Jersey.

Summit—Archt. John N. Cady has plans for 4-room school; $20,000. Westfield—Archt. Wilson Potter, NewYork City, has plans for school. Camden—Archts. Seymour & Paul Davis, Philadelphia, have plans for manual training and domestic science school for colored children; $80,000.

New York.

Suffern—Archt. F. X. Rousseau, New York, has plans for school and hall. Utica—Archt. John Hobbes has plans for school; $75,000. Brooklyn—School No. 167 will be erected. Dryden—Archt. John Van Pelt, New York, has plans for school; $20,000. Canandaigua—Archt. George T. Otis, Rochester, has plans for 2-story school. Barnard—Archt. Robert S. Byers, Rochester, has plans for 1-story school. Rochester—Archt. George T. Otis has plans for 2-story school. New York—Archt. J. F. McGuire has plans for school; $45,000. Fisher—School will be erected. Wyoming—Archt. Jos. Blaby, Palmyra, has plans for high school. Buffalo—Bids have been opened for school No. 59. Ramapa—Archt. E. P. Doane, Passaic, N. J., has plans for school. Cohoes—Plans have been prepared for school.

North Carolina.

Oxford—$20,000 school will be erected.

North Dakota.

Grand Forks—Archt. J. W. Ross has plans for Seventh ward school. Mandan—4-room school will be erected. Steele—8-room school will be erected. Churchs Ferry—Contract was awarded for school.

Ohio.

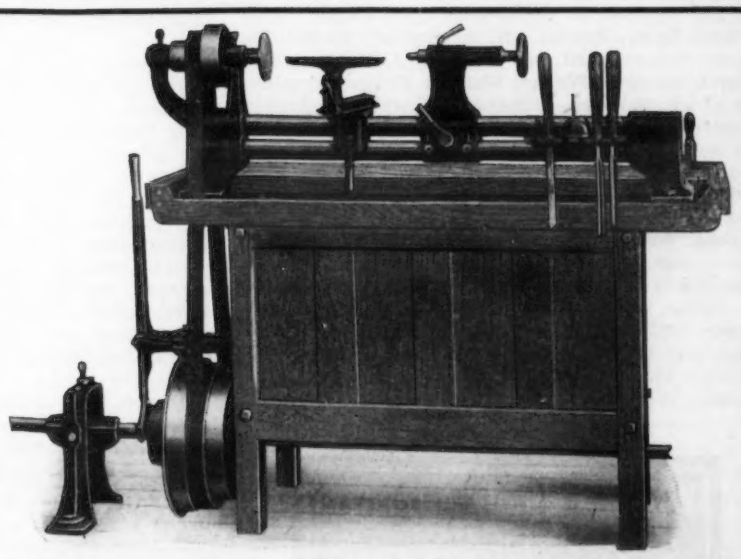
Cleveland—Archt. F. S. Barnum has plans for 14-room school; $50,000. Grove City—Archt. Edwin E. Pruitt, Columbus, has plans for high school. Cuba—High school will be erected. West Alexandria—Archts. Howard, Inscho & Merriam, Columbus, have plans for high school; $50,000. Portsmouth—Archt. Albert Pretzinger, Dayton, has plans for high school; $160,000. Canal Dover—School will be erected. Clayton—School will be erected. Urbana—Archt. William Miller, Springfield, has plans for manual training school. North Ridgeville—Archt. Paul C. Rissmann, Lorain, has plans for 2-story school. Springfield—Archts. Samuel Hannaford & Sons, Cincinnati, have plans for 8-room school. Trenton—Archt. W. D. Lingler, Hamilton, has plans for high school; $25,000. Burbank—Propose issuance of bonds for erection of school. Mansfield—Plans have been prepared for parochial school. Cleveland—Archt. F. S. Barnum has plans for 7-room school; $40,000. Columbus—Archt. D. Riebel has plans for two 13-room schools. Lexington—School will be erected. Warrensville—4-room school will be erected. Massillon—Bids will be received for 8-room school. Cleveland—Archts. Searles, Hirsh & Gavin have plans for three schools. Toledo—Two high schools will be erected. Canton—School will be erected, sub-dist. No. 5. Athens—Archt. Fred W. Elliott, Columbus, has plans for school; $30,000. Tipton—School will be erected, sub-dist. No. 8. Zanesville—Archt. C. M. Bowlby has plans for two schools. Shiloh—Plans are being discussed for erection of 4-room school. Hamilton—Plans will be prepared for school.

Oklahoma.

Kiefer—Archts. Griffith & Dugan, Sapulpa, have plans for 8-room ward school; $20,000. Mounds—Archts. Sudhoelter & Co., Muskogee, have plans for school. Durant—Ward school will be erected; $10,000. McAlester—Two schools will be erected. Oklahoma City—Three schools will be erected. Overbrook—2-story school will be erected. Ardmore—High school will be erected; $100,000. Tonkawa—Archts. Layton, Wemyss-Smith & Hawk, Oklahoma City, have plans for preparatory school. Yukon—Archt. J. Harry Randall, Oklahoma City, has plans for 13-room school; $30,000. Stroud—Archts. Bailey & Bailey, Oklahoma City, have plans for school; $25,000. Noble—Archts. Van Meter & Schmitt, Oklahoma City, have plans for school; $10,000. Chattanooga—2-story school will be erected; $18,000. Temple—High school will be erected; $20,000.

Oregon.

Wallowa—Plans are being prepared for 8-room school. Astoria—High school will be erected. Port-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land—2-story school will be erected; $16,000. Independence—Archt. E. C. McClaren has plans for high school; $20,000.

Pennsylvania.

Philadelphia—Archt. J. H. Cook has plans for 6-room addition; $35,000. Uniontown—Archt. A. P. Cooper has plans for high school; $125,000. Emaus—Archt. E. M. Pickin, Allentown, has plans for 8-room school; $20,000. South Bethlehem—Archt. A. W. Leh has plans for 4-room school. Bethlehem—Archt. A. W. Leh, South Bethlehem, has plans for 2-story school. Newmanstown—Archt. William A. Fink, Reading, has plans for 2-story school. Homestead—$120,000, bonds, were voted for school. Pittsburg—Archts. Palmer & Hornbostel have plans for parochial school; $50,000. Aliquippa—Archt. E. B. Lang, Pittsburg, has plans for 12-room school; $50,000. Lemoyne—Archt. T. H. Hamilton, Harrisburg, has plans for school; $10,000. Gettysburg—Archt. M. I. Kast, Harrisburg, has plans for school, Hoffman Orphanage. Camden—Archts. Paul A. & S. A. Davis, Philadelphia, have plans for school; $80,000. Allentown—High school will be erected; $30,000. Philadelphia—Archt. E. F. Durang has plans for 3-story parochial school; $50,000. Swarthmore—Archts. Seymour & Paul Davis, Philadelphia, have plans for high school; $25,000. Leechburg—Archt. W. G. Eckles, New Castle, has plans for school; $20,000. New Castle—Archt. W. G. Eckles has plans for high school; $200,000. Woodlawn—Archts. C. C. & A. L. Thayer, New Castle, have plans for school. Jeanette—Competitive plans will be submitted for $35,000 school. Carmichael—2-story school will be erected. Avoca—Archt. H. A. Myers, Wilkesbarre, has plans for 2-story school; $10,000.

Rhode Island.

Providence—Archt. J. W. Sawtelle has plans for school.

South Dakota.

Huron—8-room school will be erected. Miller—Archt. A. H. Shoultz, Watertown, has plans for school. Pierre—High school will be erected. Aberdeen—3-story parochial school will be erected. Iroquois—School will be erected.

Tennessee.

Oblon—$10,000, bonds, were voted for school. Memphis—Propose erection of building for St. Catherine's School of Industry. Chattanooga—Tentative plans were submitted for school.

Texas.

Tom Bean—School will be erected; $6,000. Deposit—School will be erected; $10,000. Fort Worth—Archts. Waller, Shaw & Field have plans for high school; $125,000. Carthage—Archts. Waller, Shaw & Field, Fort Worth, have plans for school; $23,000. Matador—Archts. Taylor & Wolfe, Fort Worth, have plans for school; $19,000. Crowell—Archts. Taylor & Wolfe, Fort Worth, have plans for school; $15,000. Eden—Archts. Waller, Shaw & Field, Fort Worth, have plans for school; $15,000. Quinlan—District school will be erected; $9,000. Bowie—Archt. B. G. Leake, Fort Worth, has plans for 6-room school; $8,000. Mart—Archt. Elmer G. Withers, Stamford, has plans for high school; $40,000. Alvarado—$18,000, bonds, were voted for high school. Wilmer District school will be erected: $6,000. Millsap — Contract was let for school. Sunset—School will be erected. Anson — Contract was let for school. Floydada—Propose issuance of bonds for school. Quanah—8-room school will be erected. Wichita Falls — $40,000, bonds, were issued for two schools. Plainview — $20,000, bonds, were voted for school. Roanoke — School will be erected; $8,000. Pasadena — 2-story school will be erected. Beeville—$15,000, bonds, were voted for school. Mt. Pleasant — Plans have been approved for school. Greenville—$70,000, bonds, were voted for central school. Trinity—$15,000, bonds, were voted for school. Eagle Lake — $15,000, bonds, were voted for school. be erected; $17,500. Burleson — School will Anahuac—$10,000 school will be erected.

Utah.

Vernal—High school will be erected. Salt Lake City—Plans have been approved for granite high school. Henefer—Plans have been submitted for school.

Virginia.

Lynchburg—Archts. Frye & Chesterman have plans for high school. Norfolk—Archts. Lee & Diehl have plans for schools. Roanoke—$100,000, bonds, were voted for school. Suffolk—High school will be erected; $34,000.

Washington.

Washougal—$15,000, bonds, were voted for school. Spokane—Contracts have been let for two schools. White Salmon—$20,000 school will be erected. Auburn—8-room school will be erected.

West Virginia.

Follansbee—2-story school will be erected. Gypsy—Archts. Holmboe & Lafferty, Clarksburg, have plans for 4-room school; $7,000. Parkersburg—Propose erection of two schools.

Wisconsin.

Sheboygan—School will be erected, Eighth ward. Fond du Lac—Archts. H. Messmer & Son, Milwaukee, have plans for 3-story high school; $60,000. Madison—Archt. F. L. Kronenberg has plans for 2-story parochial school; $40,000. Kilbourn—Archt. T. Gaastra, Kenosha, has plans for 4-room school. St. Cloud—Arch. C. Hilpertshauser, Sheboygan, has plans for 4-room school. Rhinelander—High school will be erected. Green Bay—School will be erected. Waupaca—Bonds were voted for school. Cudahy—Archts. E. Brielmaier & Sons have plans for 2-story parochial school. Milwaukee—Plans are completed for 10-room school, Tenth dist. No. 2.

Canada.

Prince Rupert, B. C.—Contract was let for 8-room school. Winnipeg, Man.—Lord Roberts school will be erected; $86,000.

THE NEW "RED BOOK."

The Orr & Lockett Hardware Co. has just published a new edition (the 6th) of their celebrated "Red Book." It is really surprising what a popular book this has become. Every school superintendent, principal, manual training teacher, drawing teacher and Arts and Crafts teacher wants one and in many cases teachers in normal schools use it as a text book in studying equipments. Many teachers are known to keep a copy in their desks for constant reference.

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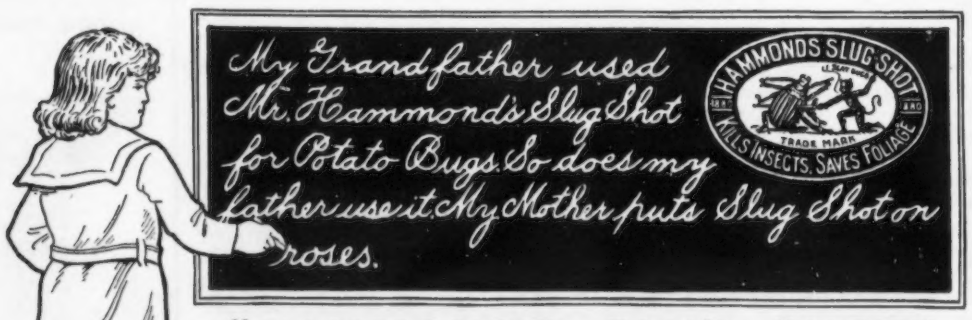

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One of the industrial school problems which has heretofore been unsolved is that of the Domestic Science Table. The movement is of so recent origin that the educator and manufacturer have heretofore failed to get together in the development of a suitable article at a price within the reach of the average educational institution.

The main difficulties have been in the application of suitable stoves mounted on a top where they can be logically operated. You could hardly expect a gas stove mounted on an ordinary wooden top in the hands of a child to be satisfactory. The heat in connection with the continual overflows of all kinds of ingredients necessitates a protection for the wood. The zinc covered tops have proved unsatisfactory because of the continued shrinkage and expansion of the wood underneath, causing the metal covering to warp and bulge. While glass has proven to be the nearest to non-absorbing and sanitary, it is, however, so extremely hard and non-elastic that it tends to not only undue noise, but the chipping of the glass itself, the china, or enamelware that is used upon it. The excessive cost, also, is against it. While slate is less expensive, it is, also, a source of noise, tends to chip, and is so much of an absorber that it quickly becomes insanitary.

The E. H. Sheldon & Company of Chicago, in their attempt to solve this problem, have developed the table as above illustrated, which includes a table provided with a series of gas stoves connected to a main line of pipe running at the back of the table. These stoves are mounted over what they call a Cement Fiber Enamel Top. These tops consist of a cement composition such as is used in the manufacture of tile. However, a certain proportion of wood fiber is used in the composition in such a way as to give it not only elasticity, but an absolutely non-absorbent surface. This composition is laid on a substantial wood top covered with expanded metal. Their guarantee is an absolutely acid, heat and moisture proof top, with a sufficient elasticity to eliminate the possibility of chipping china or of the top itself, or undue noise by contact. Its elasticity is a guarantee against cracks or shrinkage, and in their belief, is a solution of domestic science table top construction.

These tables are provided with commodious drawers, bread, meat and suitable seat boards, and make very artistic pieces of furniture in such proportions that they can be arranged to suit the requirements of classes of various sizes and rooms of various shapes.

A MANUAL OF VALUE.

"Why Should I Register with Boynton & Esterly of the California Teachers' Agency?" is the question which is answered in a valuable little manual recently issued by this old established agency. Indirectly, the answer given found a question in which school superintendents and school board members will be interested: "Why Should We Secure Teachers from Boynton & Esterly?"

The manual is a serious discussion of the province of the teachers' agency and a description of the careful methods which Messrs. Boynton & Esterly have employed in more than twenty years of service for teachers and schools. The booklet will be found of value to any teacher who is seeking a position in the Pacific Coast states and in general to school boards who are seeking high class instructors.

An interesting section of the book is made up of a few choice testimonials from satisfied trustees and principals who have been benefited by the agency service. A page of references includes the names of many of the highest educators in the land.

Issue New Catalogue.

The Standard Clock Systems, manufactured by the Standard Electric Time Company, Boston, are described in a new catalogue recently issued by this firm for distribution among school officials.

The Standard System is installed in schoolhouses from the Atlantic to the Pacific Coast and has for some years been considered of high value for its simplicity and economy, together with reliability and accuracy.

In the control of modern schools, perfect synchronism of clocks and bell signals is a necessity. The economy of a school is seriously disturbed by the lack of agreement in clocks, which is a common fault with all winding clocks. A precise synchronous system like the Standard, which is automatic in its operation and adaptable to any school, is practically indispensable.

The new catalogue is more than a mere price book. It describes in detail the working of the master clocks, program system and secondary clocks, and is illustrated with a large variety of styles and finishes of clock faces for school auditoriums, corridors, classrooms, rotundas, and towers.

A section of the catalogue is also devoted to time apparatus for general use, such as tower clocks, time registers, time stamps and other automatically controlled time recording devices. A copy of the book will be sent upon request to any school official.

New Catalogue Ready.

The Art Catalogue of Pictures and Sculpture which the National Art Supply Company announced a few months ago, has appeared. It is well arranged, excellently printed and contains a wide variety of pictures and busts. The masterpieces are practically all included, as also many works of art which are suited for schoolroom decoration.

The catalogue illustrates in an admirable manner the quality of the 1,600 negatives which the company has on hand for immediate reproduction. These may be finished in a sepia brown, in black and white, or may be colored by hand. By special arrangement, any subject can be delivered without delay. The pictures are made to order and may be reproduced from three inches to eight feet in length. They are all of high quality and excel in workmanship and artistic finish.

The catalogue also illustrates statues, busts, reliefs, medallions, etc., which have been pronounced excellent in every respect. They are the work of Italians whose long experience with sculpture and art work generally has fitted them for finished work.

The art exhibits, which the National Art Supply Company furnishes schools for the purpose of earning means with which to purchase art goods for schoolroom decoration, are also announced. These, by the way, have met with favor wherever placed and have produced good results. Teachers and pupils have been treated to a large variety of artistic reproductions and

Hygienic Importance of Dustless Conditions in School Buildings

The problem of preserving hygienic conditions in school buildings is one that deserves the serious attention of those responsible for the health of pupils under their care. Ample ventilation and scrupulous cleanliness are vital, but, unless the floors receive proper attention and treatment, the dust that accumulates will be a constant menace, for dust is recognized as the greatest carrier and distributer of disease germs known. A simple yet effective treatment of floors is found in

STANDARD FLOOR DRESSING

—a preparation that accomplishes its purpose by catching and holding all dust particles and killing the millions of disease bacilli coming in contact with it. Three or four treatments a year are all that are necessary. Standard Floor Dressing preserves the floors makes the wood last longer and reduces the labor and cost of caretaking Sold in barrels half barrels, and in one and five gallon cans.

A Trial Free of All Cost

We will gladly prove the efficiency of Standard Floor Dressing as a dust preventive, by treating floor of one room or corridor in any school or public building AT OUR OWN EXPENSE To localities far removed from our agencies, we will send free sample with full directions for applying

Write for testimonials, reports and book, "Dust and Its Dangers."

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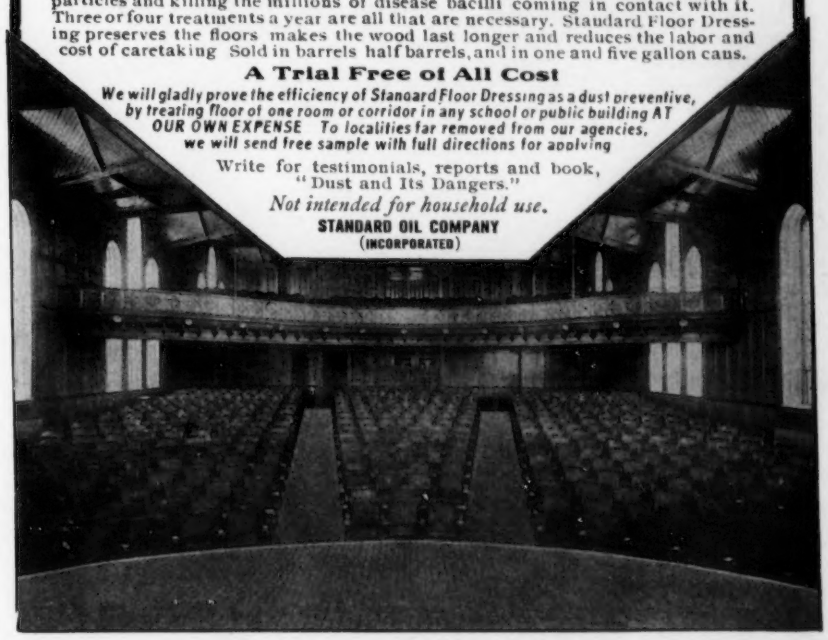

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School Architecture

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have had masterpieces displayed in their rooms which ordinarily a small fortune could not buy.

The catalogue is very elaborate, neatly arranged and so artistically reproduced that school people have been clamoring for copies incessantly. To protect themselves the company has been obliged to charge fifty cents a copy, which amount is placed to the credit of a prospective purchaser and deducted from the first order amounting to $5. These catalogues may be obtained by addressing the National Art Supply Co., 228 Wabash Ave., Chicago, Ill.

A WHITE HOUSE REMINGTON DEMONSTRATION.

Before a keenly interested audience of the stenographic and secretarial members of the White House force, a thorough demonstration of the Remington new model 10 was given in the business offices of the Executive Mansion on March 23. This demonstration was in charge of Mr. Raymond P. Kelley, from the New York executive offices of the Remington Typewriter Company, who had with him as demonstrator, Mr. E. G. Wiese.

Demonstrations were given ranging from 100 to 200 words per minute. On memorized matter, Mr. Wiese nearly reached the 200-word-a-minute mark, and came very close to 100 words a minute while at the same time carrying on a conversation. He copied matter from one of the President's messages at the rate of 104 words a minute.

The interest aroused by the demonstration of the new No. 10 Remington Typewriter may be gauged from the fact that about two hours were consumed in writing and in answering questions put by those who witnessed the demonstration.

RECENT OFFICIAL PUBLICATIONS.

West Virginia Arbor and Bird Day. Manual for 1910-11. Prepared and issued under the direction of State Supt. M. P. Shawkey, Charleston.

Montpelier, Vt., School Report for 1909. Prepared by Supt. Fred J. Browscombe.

Watertown, N. Y., Annual Report for 1909. Prepared by Supt. Frank S. Tisdale. Contains a scholarly discussion of problems which industrial education will entail in the higher grades.

Cooking Cheaper Cuts of Meat. Bulletin No. 6. Housekeeping Experiment Station, Darien, Conn. Paper, 20 pages, 10 cents.

Dr. William Torrey Harris. An address by Supt. J. M. Greenwood, Kansas City, Mo. Paper, 24 pages.

Education for Efficiency in Railroad Service. By J. Shirley Eaton. Paper, 159 pages. Issued by United States Bureau of Education, Washington, D. C.

Statistics of State Universities. Paper, 16 pages. Issued by the Bureau of Education, Washington, D. C.

Studies of Educational Conditions in the State of Washington. Paper, 42 pages. Compiled by members of the Educational Seminary, University of Washington, and issued by the State Education Department, Olympia.

Biennial Report of the Superintendent of Public Instruction of Kentucky, for the year ending June 30, 1909. Prepared by Supt. John Grant Crabbe. Cloth, 6x9, 865 pages, with numerous illustrations. This report contains a general survey and statistics of the public school system, including university, normal schools, special institutions for defectives, and the common schools. It reflects, on every page, the splendid enthusiasm which has filled the school authorities of Kentucky during the past two years.

Revised Rules of the Regents of University of the State of New York. Paper, 6x9 inches. Issued by the department of education, Albany, N. Y.

Medicine. Handbook of law, rules and information on medical education in New York state. Issued by the state department of education, Albany.

Annual Report of Moline, Ill., Public Schools, 1909. Prepared by Supt. B. B. Jackson. Paper, 74 pages.

Bibliography of Education for 1908-9. Bulletin No. 9, 1909 (410). Paper, 134 pages. Issued by commissioner of education, Washington, D. C.

Middleburg College Bulletin, October, 1909, contains a syllabus of a course in secondary education.

Comparison of Increase in Cost of Living and Elementary Teachers' Salaries. Prepared by the Chicago Teachers' Salary Conference. With charts and statistics.

Ohio Arbor Day Annual, 1910. By J. R. Clarke, examination clerk. Issued by State School Commissioner J. W. Zeller, Columbus, O. Paper, 176 pages, illustrated. A rich manual of program material for tree planting day. Mr. Clarke has drawn material from classic and current literature.

Free Agricultural Publications for Teachers Issued by the United States department of agriculture. Lists a large number of publications for city as well as country teachers. Covers such branches of study as agriculture, nature study, botany, chemistry and physics, domestic science and hygiene, geography, physiology, zoology, etc.

Directory of the New York City Schools. For the school year 1909-1910. Cloth, 650 pages.

Manual of the New York Board of Education. Includes by-laws, charter provisions and other statutes relating to the department of education.

West Allis School Manual, 1909-10. Prepared by Supt. T. J. Jones. Paper, 78 pages, contains rules of the board of education, courses of study, directory of schools' officers, teachers, etc.

Annual School Report for 1909, Burlington, Vt. Prepared by Supt. Henry O. Wheeler. Paper, 64 pages.

A Calaveras Evening, with Bret Harte and Mark Twain. Prepared by State Supt. Edward Hyatt, Sacramento, Cal. Paper, 8 pages.

Mr. Cooley Goes to Europe.

Former Supt. Edwin G. Cooley, Chicago public schools, last month resigned as president of D. C. Heath & Co. and will make an investigation of European trade schools for the Chicago Commercial Club. It will be remembered that he spent three or four months in Germany several years ago on a similar mission. He was at the time recuperating from a nervous breakdown.

Mr. Cooley plans to spend two years in Germany and other European countries studying the organization and courses of study of industrial schools and extension classes, with a view of formulating a scheme for a comprehensive system of these schools for Chicago. Shortly before going to Boston he opened a number of extension classes, and it is well known that he is enthusiastic over their possibilities.

For the Alaska school service persons who are strongly actuated by philanthropic motives and have shown capacity to do unusually effective work under adverse conditions are particularly desired. For many of the stations married teachers are preferred; in some instances, both husband and wife are employed. Applications should be addressed directly to the Commissioner of Education, Washington, D. C.

The salaries in the Alaska school service range from $70.00 to $125.00 per month for white teachers, and from $40.00 to $70.00 per month for native teachers; the salaries are gauged according to the location of the schools, the expense of living, and the character of the work. The government usually provides its teachers with a residence or with rooms furnished with the most necessary articles of furniture, including bed, mattress, bureau, table, chairs, stove, dishes and cooking utensils. The school term usually includes the nine months from September 1 to May 31; in some places the teacher remains on duty the entire year, during the summer months devoting special attention to the promotion of the general welfare of the people.

The Bureau of Education usually pays the transportation of its appointees from their homes in the states to their destinations in Alaska, but does not pay return transportation from Alaska.

THE LAWTON SIMPLEX PRINTER

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MEMBERS.

American Education, Albany, N. Y.
Am. Journal of Education, Milwaukee, Wis.
American Primary Teacher, Boston, Mass.
American School Board Journal, Milwaukee, Wis.
Arkansas School Journal, Little Rock, Ark.
Association Review, Washington, D. C.
Canadian Teacher, Toronto, Can.
Colorado School Journal, Denver, Col.
Educator-Journal, Indianapolis, Ind.
Florida School Exponent, Miami, Fla.
Journal of Education, Boston, Mass.
Kindergarten-Primary Magazine, New York
Louisiana School Review, New Orleans, La.
Moderator-Topics, Lansing, Mich.
Missouri School Journal, Jefferson City, Mo.
Midland Schools, Des Moines, Iowa.
Mississippi School Journal, Jackson, Miss.
Nebraska Teacher, Lincoln, Neb.
New Mexico Journal of Education, Santa Fe, N. M.
North Carolina Journal of Education, Durham, N. C.
Ohio Educational Monthly, Columbus, O.
Ohio Teacher, Athens, O.
Pennsylvania School Journal, Lancaster, Pa.
Popular Educator, Boston, Mass.
Primary Education, Boston, Mass.
Rocky Mountain Educator, Denver, Col.
School and Home Education, Bloomington, Ill.
School Bulletin, Syracuse, N. Y.
School Education, Minneapolis, Minn.
School Century, Oak Park, Ill.
School Journal, New York, N. Y.
School News, Taylorville, Ill.
School Science and Mathematics, Chicago, Ill.
Southern School Journal, Lexington, Ky.
Texas School Magazine, Dallas, Tex.
Western School Journal, Topeka, Kas.
Western Teacher, Milwaukee, Wis.
Wisconsin Journal of Education, Madison, Wis.

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Directory for School Supplies

The names given below are those of the leading and most reliable School Supply Houses in the United States. None other can receive a place in this Directory. Everything required in or about a school house may be secured promptly and at the lowest market price by ordering from these Firms.

APPARATUS—GENERAL.

American Seating Co.N.Y. & Ch'go
McConnell Sch. Sup. Co....Phila.
Columbia Sch. Sup. Co.....
..... Indianapolis
E. W. A. Rowles.....Chicago
Goder-Heimann Co. .....Chicago

APPARATUS—SCIENTIFIC.

Ward's Natural Science Est.....
.....Rochester, N. Y.
Bausch & Lomb..Rochester, N. Y.
Columbia School Supply Co....
..... Indianapolis, Ind.
C. H. Stoelting Co.....Chicago
Goder-Heimann Co. .....Chicago

ARCHITECTS—SCHOOL.

Geo. W. Ashby.....Chicago

BELLS—MANUFACTURERS.

Meneely & Co..Watervliet, N. Y.
St. Louis Bell Fdry.St. Louis, Mo.

(Dealers.)

McConnell Sch. Sup. Co....Phila.
E. W. A. Rowles.....Chicago
Orr & Lockett Hdw. Co..Chicago
American Seating Co. N. Y. Ch'go
L. A. Murray & Co.Kilbourn, Wis.

BLACKBOARDS—COMPOSITION

N. Y. Silicate Book Slate Co.N.Y.
McConnell Sch. Supply Co..Phila.
Haney School Furn. Co.....
.....Grand Rapids, Mich.
Columbia School Supply Co.....
..... Indianapolis ,Ind.
E. W. A .Rowles.....Chicago
American Seating Co. N. Y. Ch'go
L. A. Murray.....Kilbourn, Wis.
Good Paint Co.....Chicago

BLACKBOARDS—NATURAL SLATE.

E. J. Johnson.....New York
Penn. Structural Slate Co.....
.....Worth Bldg., Easton, Pa.
Keenan Structural Slate Co....
..... Bangor, Pa.
Main-Bangor Slate Co.Bangor, Pa.

(Dealers.)

Peckham, Little & Co.....N. Y.
McConnell Sch. Supply Co..Phila.
Haney School Furn. Co.....
.....Grand Rapids, Mich.
Columbia Sch. Supply Co.....
..... Indianapolis, Ind.
E. W. A. Rowles.....Chicago
American Seating Co. N. Y. Ch'go
L. A. Murray & Co.Kilbourn, Wis.

BOOK COVERS.

Holden Book Cover Co.....
..... Springfield, Mass.
Natl. Book Cover Co.....
.....Syracuse, N. Y.

BRUSHES—DUSTLESS.

Milwaukee Dustless Brush Co..
..... Milwaukee, Wis.

BRUSHES—FLOOR.

Orr & Lockett Hdw. Co..Chicago

CAPS AND GOWNS.

Cotrell & Leonard...Albany, N. Y.
Zimmermann Bros. Clothing Co.
.... Milwaukee

CHARTS.

Peckham, Little & Co.....N. Y.
Milton-Bradley Co.....Springfield
McConnell Sch. Supply Co..Phila.
Haney School Furn. Co.....
.....Grand Rapids, Mich.
E. W. A. Rowles.....Chicago
A. J. Nystrom.....Chicago
Goder-Heimann Co. .....Chicago
American Seating Co. N. Y. Ch'go
L. A. Murray & Co.Kilbourn, Wis.

CLOCKS—PROGRAM.

Standard Electric Time Co.Boston
Fred Frick Clock Co.....
..... Waynesboro, Pa.
Hahl Automatic Clock Co.Chicago
R. W. Paltridge.....Chicago
H. M. Eldred, 819 Pabst Bldg.
..... Milwaukee

CRAYONS—DUSTLESS.

American Crayon Co.Sandusky, O.
Standard Crayon Mfg. Co.....
..... Danvers, Mass.

(Dealers.)

N. Y. Silicate Book Slate Co.N.Y.
Eagle Pencil Co.....N. Y.
McConnell Sch. Supply Co..Phila.
Haney School Furn. Co.....
.....Grand Rapids, Mich.
Columbia School Supply Co....
..... Indianapolis, Ind.
E. W. A. Rowles.....Chicago
American Seating Co. N. Y. Ch'go
L. A. Murray & Co.Kilbourn, Wis.
Moore Mfg. Co...Springfield, Mo.

CRAYONS—WATER COLOR.

Am. Crayon Co.....Sandusky, O.
Prang Ed. Co....N. Y. & Chicago

DEAFENING QUILT.

Samuel Cabot .....Boston

DIPLOMAS.

Ames & Rollinson Co...New York

DOMESTIC SCIENCE EQUIPMENT.

Orr & Lockett Hdw. Co...Chicago

DOMESTIC SCIENCE TABLES.

E. H. Sheldon & Co.....Chicago
Grand Rapids Hand Screw Co...
.....Grand Rapids, Mich.
Orr & Lockett Hdw. Co...Chicago

DRAWING SUPPLIES.

Eagle Pencil Co.....N. Y.
Jos. Dixon Crucible Co.....
.....Jersey City, N. J.
Milton Bradley Co.....
..... Springfield, Mass.
Standard Crayon Mfg. Co.....
..... Danvers, Mass.
American Crayon Co. Sandusky, O.
Economy Drawing Table Co....
.....Toledo, O.
Columbia School Supply Co....
..... Indianapolis, Ind.
Prang Ed. Co.....N. Y., Chicago
Devoe, Dept. 5.....N. Y., Chicago

DRINKING FOUNTAINS.

L. Wolff Mfg. Co.....Chicago
Jas. B. Clow & Sons.....Chicago
N. O. Nelson Mfg. Co....St. Louis
American Sanitary Fountain Co.
..... Indianapolis
Springfield Sanitary Fountain
Co. .....Chicopee, Mass.

DUPLICATORS.

Hektograph Co.....New York

ELECTRIC CLOCK SYSTEMS.

Standard Electric Time Co.Boston
Fred Frick.....Waynesboro, Pa.
R. W. Paltridge & Co....Chicago
H. M. Eldred, 819 Pabst Bldg.
..... Milwaukee

ERASERS.

N. Y. Silicate Book Slate Co.N.Y.
Peckham, Little & Co.....N. Y.
McConnell Sch. Supply Co..Phila.
Haney School Furn. Co.....
.....Grand Rapids, Mich.
Columbia School Supply Co....
..... Indianapolis, Ind.
E. W. A. Rowles.....Chicago
American Seating Co. N. Y. Ch'go
L. A. Murray & Co.Kilbourn, Wis.
Moore Mfg. Co...Springfield, Mo.

FLAGS AND BUNTING.

Peckham, Little & Co.....N. Y.
Haney School Furn. Co.....
.....Grand Rapids, Mich.
Columbia School Supply Co....
..... Indianapolis, Ind.
E. W. A. Rowles.....Chicago
L. A. Murray & Co.Kilbourn, Wis.

FLOOR DEAFENING..

Samuel Cabot .....Boston

FLOOR DRESSING.

Standard Oil Co..Principal Cities

FLOORING—SANITARY.

Marbleloid Co.....New York

GAMES.

Improved Shuffle Board Co.....
.....Grand Rapids, Mich.

GLOBES.

Peckham, Little & Co.....N. Y.
McConnell Sch. Supply Co..Phila.
Haney School Furn. Co.....
.....Grand Rapids, Mich.
Columbia School Supply Co....
..... Indianapolis, Ind.
E. W. A. Rowles.....Chicago
Goder-Heimann Co. .....Chicago
American Seating Co. N. Y. Ch'go
L. A. Murray & Co.Kilbourn, Wis.
Moore Mfg. Co....Springfield, Mo.

GYMNASIUM APPARATUS.

Fred Medart Mfg. Co....St. Louis

HEATING AND VENTILATING ENGINEERS.

Vacuum Ventilator Co.....Boston
Lewis & Kitchen.....Chicago
American Foundry & Furnace Co.
.....Bloomington, Ill.
Columbus Htg. & Vtg. Co.....
..... Columbus, O.
Peck-Hammond Co.....Cincinnati

INKS.

Barbour Tablet Ink Co.....
..... Evansville, Ind.
George Mfg Co.....Chicago

INK WELLS.

Squires Ink Well Co.Pittsburg, Pa.
U. S. Inkwell Co...Des Moines,
.....Ia., and Evansville, Ind.

KINDERGARTEN SUPPLIES.

Milton-Bradley Co. ...Springfield
Thomas H. Charles Co....Chicago
E. W. A. Rowles.....Chicago

LABORATORY FURNITURE.

Economy Drawing Table Co....
.....Toledo, O.
Columbia School Supply Co....
..... Indianapolis, Ind.
American Seat. Co..N.Y. & Ch'go
C. H. Stoelting Co.....Chicago

LANTERN SLIDES.

McAllister, Mfg. Opticians,
Dept. 15.....New York
McIntosh Stereopticon Co., Dept.
3 ..... Chicago
C. H. Stoelting Co.....Chicago

LATHES.

Shepard Lathe Co.....Cincinnati
Orr & Lockett Hdw. Co.....Chicago
E. H. Sheldon & Co.....Chicago

LIQUID SLATING.

N. Y. Silicate Book Slate Co.N.Y.
McConnell Sch. Supply Co..Phila.
Haney School Furn. Co.....
.....Grand Rapids, Mich.
Columbia School Supply Co....
..... Indianapolis, Ind.
E. W. A. Rowles.....Chicago
L. A. Murray & Co.Kilbourn, Wis.

LOCKERS—STEEL.

Durand Steel Locker Co..Chicago

MANUAL TRAINING BENCHES.

Chandler & Barber.....Boston
A. L. Bemis.....Worcester, Mass.
Grand Rapids Hand Screw Co..
..... Grand Rapids, Mich.
Columbia School Supply Co....
..... Indianapolis, Ind.
Economy Drawing Table Co....
.....Toledo, O.
C. Christiansen .....Chicago
E. H. Sheldon & Co.....Chicago
Orr & Lockett Hdw. Co..Chicago

MANUAL TRAINING SUPPLIES.

Chandler & Barber.....Boston
A. L. Bemis.....Worcester, Mass.
C. Christiansen .....Chicago
E. H. Sheldon & Co.....Chicago
Orr & Lockett Hdw. Co..Chicago
Grand Rapids Hand Screw Co..
.....Grand Rapids, Mich.
Moore Mfg. Co...Springfield, Mo.

MAPS.

Peckham, Little & Co.....N. Y.
McConnell Sch. Supply Co..Phila.
Haney School Furn. Co.....
.....Grand Rapids, Mich.
Columbia School Supply Co....
..... Indianapolis, Ind.
E. W. A. Rowles.....Chicago
Atlas School Supply Co...Chicago
Goder-Heimann Co. .....Chicago
American Seating Co. N. Y. Ch'go
W. & A. K. Johnston....Chicago
A. J. Nystrom & Co.....Chicago
Moore Mfg. Co...Springfield, Mo.

OPERA CHAIRS.

Peckham, Little & Co.....N. Y.
Haney School Furn. Co.....
.....Grand Rapids, Mich.
Peabody School Furniture Co.
.....No. Manchester, Ind.
E. W. A. Rowles.....Chicago
American Seating Co. N. Y. Ch'go
L. A. Murray & Co.Kilbourn, Wis.
Moore Mfg. Co...Springfield, Mo.

PENCIL MANUFACTURERS.

Jos. Dixon Crucible Co.....
.....Jersey City, N. J.
Eagle Pencil Co.....N. Y. City
Eberhard Faber.....N. Y. City

PENCIL SHARPENERS.

F. H. Cook & Co.Leominster,Mass.
Peckham, Little & Co.....N. Y.
Eagle Pencil Co.....N. Y. City
Eberhard Faber.....N. Y. City
Jos. Dixon Crucible Co.....
.....Jersey City, N. J.
E. W. A. Rowles.....Chicago
L. A. Murray & Co.Kilbourn, Wis.

PEN MANUFACTURERS.

Esterbrook Steel Pen Mfg. Co.N.Y.
Eagle Pencil Co.....N. Y. City

PHYSICAL AND CHEMICAL APPARATUS.

Columbia School Supply Co....
..... Indianapolis, Ind.
C. H. Stoelting Co.....Chicago

PICTURES FOR DECORATION.

National Art Supply Co.. Chicago

PLASTER CASTS.

C. Hennecke Co..Milwaukee. Wis.
P. P. Caproni & Bro.....Boston
Boston Sculpture Co.Melrose, Mass
National Art Supply Co.. Chicago

PLUMBING FIXTURES—SCHOOL.

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....St. Louis, Edwardsville, Ill.
Lewis & Kitchen.....
.....Chicago and Kansas City
L. Wolff Mfg. Co.....Chicago
Jas. B. Clow & Sons.....Chicago
Columbus Htg. & Vtg. Co.....
..... Columbus, O.
American Sanitary Fountain Co.
..... Indianapolis

PORTABLE SCHOOLHOUSES.

American Portable House Co...
..... Seattle, Wash.

PROJECTION LANTERNS AND ACCESSORIES.

Bausch & Lomb..Rochester, N. Y.
C. H. Stoelting Co.....Chicago
McIntosh Stereopticon Co.....
.....Dept. 3, Chicago

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(See Clocks—Program.)

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Main-Bangor Slate Co.Bangor,Pa.
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Lewis & Kitchen.....Chicago
American Foundry & Furnace Co.
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Columbus Htg. & Vtg. Co.....
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Peck-Hammond Co.....Cincinnati

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Main-Bangor Slate Co.Bangor,Pa.
N. O. Nelson Mfg. Co....St. Louis
L. Wolff Mnfg. Co.....Chicago
Jas. B. Clow & Sons.....Chicago
Lewis & Kitchen.....Chicago
Columbus Htg. & Vtg. Co.....
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McConnell Sch. Supply Co..Phila.
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A. J. Nystrom.....Chicago
American Seating Co. N. Y. Ch'go
L. A. Murray & Co.Kilbourn, Wis.

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Columbia School Supply Co....
..... Indianapolis, Ind.
Peabody School Furniture Co.
.....No. Manchester, Ind.
Haney School Furn. Co.....
.....Grand Rapids, Mich.
E. W. A. Rowles.....Chicago
American Seating Co. N. Y. Ch'go
Sears, Roebuck & Co.....Chicago
Moore Mfg. Co...Springfield, Mo.

SCHOOL PLAYS.

L. Hagemann & Co.....Chicago

SCHOOL SUPPLIES.

Peckham, Little & Co.....N. Y.
American Seating Co. N. Y. Ch'go
N. Y. Silicate Book Slate Co.N.Y.
W. A. Choate.....Albany, N. Y.
McConnell Sch. Supply Co..Phila.
Columbia School Supply Co....
..... Indianapolis, Ind.
Peabody School Furniture Co.
.....No. Manchester, Ind.
Haney School Furn. Co.....
.....Grand Rapids, Mich.
E. W. A. Rowles.....Chicago
L. A. Murray & Co.Kilbourn, Wis.
Moore Mfg. Co...Springfield, Mo.

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N. O. Nelson Mfg. Co....St. Louis
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Fisher Tchrs. Agcy.....Boston
Pratt Teachers' Agcy..N. Y. City
Schermerhorn Tchrs' Agcy..N. Y.
Albany Tchrs' Agcy.Albany, N. Y.
School Bulletin Agency..Syracuse
Reed Teachers' Agency.....
.....Syracuse, N. Y.
Interstate Tchrs Agcy.....
.....Rochester, N. Y
Teachers' Co-operative Employment Bureau .....Indianapolis
Albert Teachers' Agency..Chicago
Clark Teachers' Agency..Chicago
McCullough Tchrs' Agcy..Chicago
Fisk Teachers' Agency...Chicago
Yates-Fisher Agcy.....Chicago
Thurston Tchrs Agcy....Chicago.
Music Teachers' Exchange..Chi'go
Parker Edu. Bureau.Madison,Wis.
Colorado Teachers' Agcy..Denver
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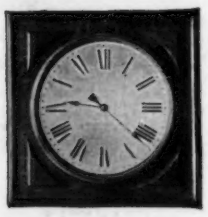

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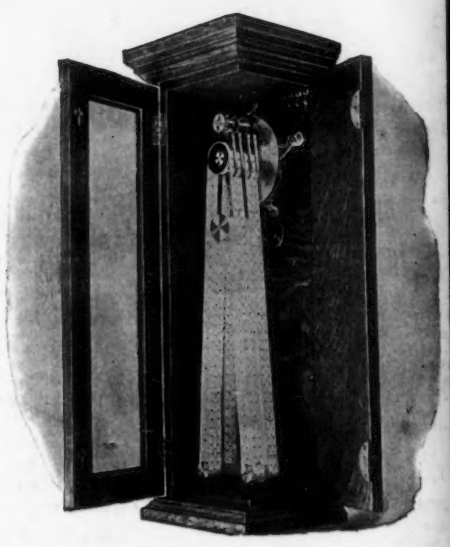

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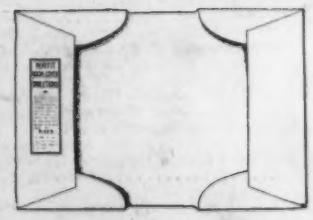

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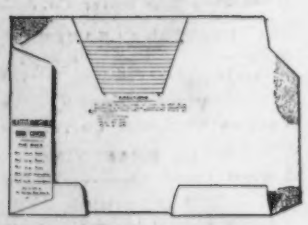

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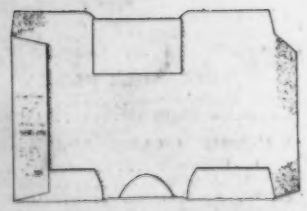

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